

School Activities

WINDICAL ROO
PHICAL LIBRA
IV. OF MICH

March 1942



A Capella Choir, William Byrd High School, Vinton, Virginia



"Mammy's Little Wild Rose," East Junior High School, Nashville, Tennessee

over
243
247
244
over
over
.241
.244
over
.248

ITIES

In MARCH . . . A new teaching aid

by the author and editor of SOCIETY IN ACTION:

SOCIAL-STUDIES SKILLS

*A manual for teachers, a supplementary book for
intermediate and junior-high pupils*

By FORREST E. LONG and HELEN HALTER

This book has been prepared to help social-studies teachers to bring pupils quickly to a point of competence in the 20 basic SKILLS necessary to good work and more rapid progress in the social-studies classroom. The performance of each SKILL without waste effort is explained to the pupil; there are practice materials on the skill; and there are a test and a retest on understanding and mastery.

SOCIAL-STUDIES SKILLS, used as a teacher manual or as a supplementary book for pupils, is a labor-saving professional tool, and a means of rescuing hours of precious classroom time. Teachers and librarians will welcome this efficient, inexpensive aid to pupil progress in classroom and library. Pupils rise to the book's invitation to pass each SKILLS test and get their Social-Studies Driving License. Order a copy today on 30-day approval.

Directions, Practice Materials, Tests and Retests on 20 SKILLS

- | | |
|--|---|
| 1. How to Use Parliamentary Procedure | 11. How to Use an Index |
| 2. How to Understand Social-Studies Reading | 12. How to Use the <i>World Almanac</i> |
| 3. How to Use an Encyclopedia | 13. How to Locate References on a Topic |
| 4. How to Use a Dictionary | 14. How to Understand Percentages, Estimates, and Figures |
| 5. How to Use a Map | 15. How to Read Pictorial Maps and Graphs |
| 6. How to Read a Graph | 16. How to Outline Social-Studies Material |
| 7. How to Use an Atlas | 17. How to Make an Honest Report |
| 8. How to Do Committee Work | 18. How to Prepare a Good Report |
| 9. How to Take Part in a Social-Studies Discussion | 19. How to Give an Oral Report |
| 10. How to Use the Library Card Catalog | 20. How to Write a Report |

List price \$1.50—30-day approval—Prof. disc.

Larger discount on 4 or more copies

INOR PUBLISHING CO. 207 Fourth Avenue
New York

Textbooks for the Modernized Curriculum

ADVISORY BOARD

F. C. BORGESON
New York University,
New York, New York

K. J. CLARK
Murphy High School,
Mobile, Alabama

FRED B. DIXON
Hickman Senior High
School, Columbia, Mo.

EDGAR M. DRAPER
University of Washington
Seattle, Washington

J. FRANK FAUST
Superintendent of
Schools,
Chambersburg, Penna.

ELI C. FOSTER
A. & M. College
Stillwater, Oklahoma

ELBERT K. FRETWELL
Columbia University,
New York, New York

HAROLD E. GIBSON
MacMurray College,
Jacksonville, Illinois

SHIRLEY A. HAMRIN
Northwestern University,
Evanston, Illinois

GERTRUDE JONES
Lincoln High School,
Lincoln, Nebraska

RIVERDA H. JORDAN
Professor Emeritus
Cornell University,
Ithaca, New York

L. R. KILZER
University of Wyoming,
Laramie, Wyoming

HAROLD D. MEYER
University of N. Carolina
Chapel Hill, N. C.

MERLE PRUNTY
Stephens College,
Columbia, Missouri

JOSEPH ROEMER
George Peabody College
for Teachers,
Nashville, Tennessee

JOHN RUF
University of Missouri,
Columbia, Missouri

PAUL W. TERRY
University of Alabama,
University, Alabama

ELMER H. WILDS
Western State Teachers
College,
Kalamazoo, Michigan

CLARENCE O. WILLIAMS
Pennsylvania State
College,
State College, Penna.

School Activities

HARRY C. MCKOWN, Editor

C. R. VAN NICE, Managing Editor

ROBERT G. GROSS, Business Manager

VOLUME XIII, No. 7

MARCH, 1942

CONTENTS

As the Editor Sees It.....	250
Supervision and Direction of Inter- School Activities.....	251
James E. Curtis	
Activities for a Science Club.....	254
John M. Muroff	
An Appraisal of Debate.....	259
Allan Mathias Pitkanen	
The A Capella Choir.....	261
Mrs. Gay Beckner Neal	
Commencement Activities in the Greensboro High School.....	263
Estelle Mitchell	
National Boys and Girls Week.....	265
Ruby Nell Smith	
Maquon's All-School Carnival.....	267
Keith Parry	
English Teachers Hold a Tournament.....	269
Esther G. Smith	
Will Student Forums Grow?.....	271
C. J. Nuesse	
Guidance in the Small High School.....	273
Yates W. Mavnaer	
News Notes and Comments.....	275
Questions from the Floor.....	278
How We Do It.....	280
Something to Do.....	285

Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY,
1515 Lane Street, Topeka, Kansas. Single copies 25 cents. \$2.00 per year.

Entered as second class matter, December 1, 1930, at the postoffice at Topeka, Kansas, under
the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

As the Editor Sees It

The student council of the Cabool, Missouri, High School (enrollment, of about 250) each year sponsors, promotes and finances a one-day educational program for the school and its community. This year the day's schedule of the out-of-state educator was as follows: morning—high school assembly, eighth grade assembly; noon—Kiwanis luncheon; afternoon—high school assembly, with student councils from the neighboring schools as guests, faculty meeting; evening—banquet for the local teachers and community and all county teachers and administrators. What a program! Congratulations, Cabool!

Time again for the local photographer to take pictures of the seniors and "give" a framed composite picture to the school. Does this philanthropist actually "give" it? Don't be foolish!

We have often wondered how a school which pretends to "teach students to think" can allow these students publicly to sport proof that it has been unsuccessful. Rabbit's feet, horseshoe pins, ribbonbows, no-number-thirteen's, and similar "good luck" charms are commonly worn by athletes. Yes; we know Hollywood "stars" and "famous men and women" have their pet superstitions, but we thought we could assume that high school and college athletes are out of their mental swaddling clothes. The evidence, in some instances, is otherwise.

Recently, we read three new books on school administration and; naturally enough, we paid particular attention to their respective sections dealing with activities. In all three books these sections were distressingly weak; no, they weren't weak, they were extremely feeble. (We'd like to say "they st-k" but such an expression would not be considered dignified, so we'll just think it). Inadequate treatments, ancient bibliographies, lame quotations and references, ignorance of modern develop-

ments and trends, inaccurate terminology, and lack of insight and perspective would make any educational treatise extremely feeble.

The war situation will mean a curtailment of some of the school's spring social events, and this may be helpful in proving that fun may be had at a less lavish occasion as well as at a more lavish one.

"Half a Billion Wagers Made at Mutual Windows," ran the headline of a recent newspaper article which told how \$517,382,107 (\$100,000,000 more than in 1940)—enough to build a flotilla of five battleships and 50 destroyers—was bet on horse races during 1941. And, of course, this was not nearly all, because it represented only the 16 states reporting. Was it taxed? Yes, slightly—20 dollars out of each 517. Why not ration betting along with sugar, tires, and other necessities? Or at least tax it?

In the course of a year, contributions from school people in every part of the United States appear in our pages. This month twenty states are represented. Illinois and Pennsylvania appear most often, which is only to be expected, since we have more readers in those states than in any other. We welcome articles from everyone with thoughts and experiences to share with others in our field of interest, and letters from persons who have contributed indicate that their "fan mail" has amply repaid them for their efforts in preparing their manuscripts. Looking forward to a journal increasingly helpful in making the school a "democracy laboratory," we shall be glad to receive whatever photographs, articles, questions, news, or any other items our readers believe we might use. Keep *School Activities* in mind for the time when you have a thought for our readers or when you come into contact with someone who might be prevailed upon to send us new and worth-while ideas and experiences.

Supervision and Direction of Inter-School Activities

A Description of the Practices Evolved in a Small Athletic Conference as a Result of Attempts to Meet Common Problems.

JAMES E. CURTIS

*Assistant Director, University High School,
Minneapolis, Minnesota*

FOR ABOUT fifteen years, a group of six schools of relatively equal size and located in the same district have competed with one another in athletics. The many problems encountered over this period of time have no doubt been duplicated in many school systems. The problems are not new. Perhaps even the organization that has grown out of the constant endeavors to meet the problems is not new or different. The final answer or solution to all interscholastic ills has not been reached; however, in taking stock of the present organization, it is interesting to look back to see just what progress, if any, has been made and attempt to view the procedures from an educational standpoint.

To describe the development of what is now proudly called the "Lake District Conference," it would probably be a mistake to claim that it even existed ten years ago. Prior to this time the member schools competed with one another, but the competition was cut-throat to the extreme. Fights between players and rooters were common. Sportsmanship and fair play were not given much thought or attention. No doubt this was only natural because the coaches viewed one another with suspicion and distrust.

The only times the coaches met were at athletic contests in which their schools were competing or at schedule-making meetings following the football season. These meetings were called for the dual purpose of selecting all-conference teams and planning the next year's schedule. Beginning as six o'clock dinner meetings, they usually lasted until long after midnight or until a majority of the coaches left in disgust. The selection of the all-conference team resulted in petty bickering and underhanded tactics which usually brought much hard feeling. The schedule-making always resulted in certain impasses so that unless a few coaches conceded to the selfish desires of others, the league as such never would have survived.

The selection of officials was another very troublesome problem. The home school hired the officials, and it would appear that oftentimes this merely provided them with the opportunity to compensate for real or imagined injustices of the previous year.

The principals and superintendents hardly

knew one another. Consequently, questions of eligibility or reported unfair treatment from opponents quite often assumed major proportions and were not always handled in a judicious manner. All in all, the athletic relationships between schools were constantly at the breaking point, so that the changes which have come about in the last ten years were born out of strife and ill will.

The first innovation to come to the league was the rotating round-robin schedule. Once agreed upon, it put an end to problems of schedule-making. True, there were times when the schedules of certain schools were not what they would have chosen as an isolated school. However, as a member school of an organization working for the best interests of the group it was apparent that the rotating round-robin schedule, planned as it was for a five year period, was to the advantage of each school.

The annual dinner meeting of the coaches was thus left with only one item of possible friction, i. e. the selection of the all-conference team. Being pleased with what had been accomplished by a systematic planning of schedules, each coach was ready to attempt a plan whereby the all-conference selections could be made more readily and without the accompanying ill will. Consequently, the foundation for the plan was laid when the coaches agreed to the following rather obvious generalizations concerning such selections: (1) No individual or group is capable of selecting the eleven best players. (2) At best, such selection is only opinion or judgment based upon rather limited observation. (3) The coach is the best qualified person to judge the ability of his own players. His judgment of players from other teams is very superficial. (4) The truly basic reason for an all-conference team is publicity.

Having realistically faced the problem, the solution came easily. The general plan was to award places on the mythical team according to the final standings. Thus, the team winning the most games would be favored. Further, the selection of the individual players to represent a given team was left to the coach of that team.

With the two most aggravating problems solved, the annual meeting became a social

gathering enjoyed by each coach. It was only natural that the question was raised, "Why don't we meet more often?" In answer to the question, it was decided to hold meetings each month, and such has been the practice now for several years.

Meeting at frequent intervals, the coaches have become very well acquainted; real friendships have developed. Minor problems have been straightened out before they assumed enlarged proportions. A spirit of good will and cooperation has replaced the suspicion and distrust of former meetings.

The next general plan growing out of the organization was a double-round-robin basketball schedule. Such an arrangement meant that two games were played with each team, one at home and one away. It proved to be very desirable, so that the next step of hiring a group of conference officials prior to the opening of the season came about as a natural movement forward. These officials were assigned games in advance of the season, and the fee was standardized for all schools. The plan for selecting the all-conference team in football was also adopted in basketball.

The problem of selecting football officials came next. So successful was the practice being followed in basketball that the same general plan was carried over into the selection and assignment of football officials. It is interesting to note that immediately the quality of the officiating improved. All schools now employ two officials for basketball and three for football. Prior to this time, such was not the case in all schools.

While organization as it affected the sports of football and basketball occupies the major portion of this narrative, still it should be mentioned that track, baseball, wrestling, and inter-school play days flourished within the league. The superintendents for many years had met occasionally as a group within a larger organization, but now their relationships have become more friendly. Three years ago there was formed a Principals' Club of all the principals in the conference. These men have met each month to consider problems or topics of professional interest. The meetings have been followed by social activities in which the wives have always been included. The friendships developed from such association have contributed greatly to the smoother functioning of our inter-school relations. Exchange assembly programs in which students from one school put on a program for other schools is just one illustration of the many fine things which have grown out of the friendly spirit between schools.

Two years ago another school was admitted to the league, making the total number of schools now seven. This appears to be a very desirable number. Further enlargement might

tend to destroy some of the desirable relationships which now exist.

However, the simple fact that the schools are united in a league does not mean that they are free of problems. It just means that they now meet their problems together, and tend to benefit from the combined best judgment of the group.

Last fall an officials' association, recognizing the fact that attendance at our athletic contests had increased greatly in the last few years, issued an ultimatum to the conference demanding a twenty per cent increase in fees. This was received in writing the week of the first conference games, along with the threat that the officials would all refuse their services unless their demand was met.

This was quite a bombshell. Many schools would have been willing to consider increasing the fee. But the fact that the member schools were being told what to pay by an outside group and were being told at a time when it seemed apparent that they would be forced to accede to their demands did not set well. Immediate action was needed.

The superintendents flatly refused to consider increasing the fees of officials under such circumstances. Instead, they instructed the coaches to find other officials. The coaches decided that the best plan was to secure officials from the faculties of the schools within the league.

With the approval of the superintendents and principals, a voluntary meeting was held of all the men teachers who had had officiating experience or had played football. Over twenty men, including the head coaches, thus met together three days before game time to select from their number the officials for the entire season. Inasmuch as part of the schools played their home games at night, it became possible to utilize the services of head coaches when their teams were not playing. Thus, what a few days before had been a difficult problem now became an interesting experiment.

None of the newly chosen officials felt too confident in their ability to officiate, so certain matters of policy were agreed upon: (1) The coaches agreed to instruct their players to respect the judgment of the officials. (2) Before any unusual penalty was to be inflicted, the three officials were to consult one another and possibly instruct the coaches on the sidelines to come into the conversation. (3) If, from the sideline, it should appear to a coach that his team was being unjustly treated, instead of jumping up and shouting at the officials, he was to substitute a player, who in turn was to request the officials to call the coach out onto the field. In other words, the coaches and officials agreed to assist one another.

Much to many people's surprise, the of-

ficiating proved to be every bit as good, if not better, than in former years. Coaches developed a more sympathetic and understanding attitude toward the job of officiating, and, incidentally, the money formerly paid to outside officials then went to teachers in our own schools. Most teachers are not overpaid. Why shouldn't they be given the opportunity to earn a little extra for services in extra-curricular activities within the league? When one stops to think of it, coaches, assistant coaches, and plain teachers are asked to coach and referee intramural games, to make scouting trips, take tickets at games, etc., with no thought of extra pay. At the same time outsiders are hired to come into the picture to perform the one service for which there is remuneration. Maybe it is about time that school men were waking up to such opportunities.

Pleased with the apparent success of the plan for football officials, the schools were challenged with the taunt that they had been lucky in football but that the plan would never work in basketball. Originally, they had never entertained the idea of carrying the plan over into basketball. However, if the outside officials were still unwilling to cooperate, perhaps a modification of the football plan would have to be used, and it was.

The first step was a unanimous decision that the head coaches were not to officiate. Next, a voluntary meeting was held of all teachers from member schools who had had officiating or playing experience and who desired to be considered available for officiating. At this meeting, the would-be officials appeared in uniforms and gave practical demonstrations of their ability. Again, everyone was pleased to find that so much talent was available within the school systems. With a single exception, each school was represented by one or more officials. The only remaining task was the assignment of officials to the individual games, and it is quite interesting to note that this responsibility was delegated to one of the coaches. Thus, ten days before the opening of the conference basketball season, the coaches and officials received mimeographed copies of the assignment of officials, along with a statement of certain agreed-upon policies relative to the conduct of the games.

At the present time the schools are in the middle of the basketball season and the plan gives every indication of being satisfactory. However, if during the course of the season it should appear that certain officials are not satisfactory, the league is at liberty to make changes.

The general policy is to replace complaints and unsportsmanlike criticism with constructive changes. In other words, the schools are attempting to solve their problems rather

than fight about them, and are working together for the best interests of the group.

Enthusiastic Students Save on Defense

THOMAS B. HERRMAN
Wilbur Wright High School
Dayton, Ohio

JUST two weeks prior to the assault on Pearl Harbor the students of a freshman homeroom at Wilbur Wright High School in Dayton, Ohio, began a savings plan whereby they could help the defense program. The idea, developed by the two teachers—Thomas B. Herrman and Wilbur McIntire—gave students an opportunity to save any amount from one cent on up, applying toward the ultimate purchase of a defense stamp.

The plan was greeted enthusiastically and rapidly spread to the other rooms in the school. One teacher after another came, inquiring about the program because students in their homerooms were asking about it. And so, what was meant to be a project for the freshman homeroom 112 is now a city-wide program of savings for defense.

Each student wishing to become a member of the Wilbur Wright Defense Club is given a red pass book and a pad of deposit tickets. He may make deposits during the activity period on any morning. When he has acquired enough money for the purchase of one twenty-five cent defense stamp, he is given a stamp album with his first stamp affixed therein. Is he proud of his first stamp? Well, that is the way the enthusiasm of a few gave the momentum to carry this idea not only on a city-wide but a nation-wide basis.

Students one after another are filling their albums and turning them in for their twenty-five dollar bonds. Individual deposits are ranging from three cents up to \$70.00. What was just a small homeroom project has now become a "big" business, but one that is easily handled if you follow the suggested procedures:

One member of the faculty should be responsible for the purchase and distribution of stamps and materials to all the homerooms in the school. The twenty-five cent stamp sale has been found to be popular and practical.

The homeroom seems to be the best unit of organization.

Stamp albums and posters are furnished free by the post office when you make your first purchase of stamps.

It is suggested that wherever possible a revolving fund be set up for the weekly purchase of stamps. This can be done by two

(Continued on page 286)

Activities for a Science Club

IT HAS been pointed out that a club is merely a group of individuals with the same interest, under the leadership of an enthusiastic sponsor. The object in forming such a group is the furtherance of this interest. In other words, within every school there comes a time when groups of pupils desire club life and activities.

McKown,¹ looking at the subject of clubs from the point of view of the teacher, says:

"In some schools a definite attempt is made to encourage and develop them properly; in some, they are looked upon as pupils' functions purely, and no cognizance is taken of them; and in other schools an attitude of antagonism handicaps them in their work."

The last statement mentions a situation that exists, but for which no author has investigated the reason—the fact that in some cities the activities program calls for teacher participation in three 45 minute club periods, which are scheduled for the eighth period (2:15 to 3:00 p.m.) of three different days. In such junior high schools these days are Tuesday, Wednesday and Thursday. The teacher is usually given two clubs to sponsor—one of these is a two-day club, and the other a one-day club. Sometimes the situation is muddled, when, due to rostering difficulties, the two-day club is forced to meet on a Tuesday and Thursday, separated by a Wednesday club. Activities carry-over is virtually impossible.

The choice of clubs in such schools for any one term lies with the teacher who was there previous terms. The new teacher, on the other hand, may be given club groups in which he is definitely disinterested, or in which the pupils are disinterested, they having also been "placed" in the club.

A word about pupils being "placed" is perhaps necessary. In quite a number of junior high schools operating under the above club system, it is customary to give the 9B's first choice of clubs, 9A's the next, then 8B's and finally the 8A's. The 7A grade meets in the auditorium as a large single unit known as the Forum. The 7B's are distributed among the various clubs until these are loaded to capacity (about 40 to 45 pupils) and the 7B pupils still undistributed are placed in the 7A Forum for the term. It is small wonder that in a large number of cases the teachers and pupils are very antagonistic to the clubs. Under such circumstances the faculty sponsor is a dictator, not a counselor. The whole set-up violates about 10 of McKown's 20 basic principles of club organization.²

Some junior high school clubs meet three

JOHN M. MUROFF

*Science Teacher, Vare Junior High School
Philadelphia, Pennsylvania*

days a week. These groups include the Glee Club, Dramatic Club, Orchestra, Magazine Club, and others whose activities require an uninterrupted span of three days. The writer suggests that the science club also be a three-day group in order to allow for more activities as well as for such activities as would require more time.

It is infinitely more desirable that the sponsor choose the club rather than be chosen for a club. Blackburn³ gives a blanket description of a desirable faculty advisor by saying:

"I think that the essential qualifications in a faculty advisor are a steady pulse, a cork-insulated disposition, a large frame and very broad shoulders—broad enough to carry a heavy burden, and a thick hide, much like that of the 'Rhino.'"

The club itself should be restricted to about 25 pupils, grade 8B and above, who have a sincere interest in science, and who are recommended by their science teacher of the previous term. Arrangements should be made with the Club-Program Chairman on the faculty board to allow for ease in transferring to some other group such pupils whose interest begins to wane, and who do not then choose to take part in the club activities.

The writer thinks that the science club should be limited to boys, since girls are more usually interested in Nature-Study groups. Smith,⁴ however, feels that there is room for both boys and girls in the physical science activities, and the club sponsor would do well to consider this point before restricting the club membership to just boys.

A choice of names for a science club is given by Meyer.⁵ These include Chemistry, Physics, Newton, Inventors, Experimenters, Edison, Marvel and Wonder, Testers, Seekers, Investigation.

Since officers and committees are discussed by McKown,⁶ and since this article concerns itself more with activities of a club than with its internal organization, the only committee considered here is the program committee. A program committee of three members is desirable and can be chosen by the president

¹McKown, H. C. *School Clubs*. Preface p. vii

²McKown, H. C. *School Clubs*. Pp. 15-25.

³Blackburn, L. *Our High School Clubs*. P. 17.

⁴Smith, E. L. *Everyday Science Projects*. Chap. XIII & XIV.

⁵Meyer, H. D. *The School Club Program*. P. 78.

⁶McKown, H. C. *School Clubs*. P. 70.

of the group after conference with the sponsor. An optimum situation would be to have two such committees, so that when one is carrying out some part of a planned program the other can be developing another phase. This would tend to insure having a program of activities not limited to the interests of one small group.

Since chartering of clubs is not required in schools operating under the system mentioned in the opening paragraphs of this paper, no petition need be presented to the student council for permission to function. The sponsor must, however, notify the club-program chairman of his desire to counsel a club, so that the chairman can place this information on the school club list.

A club constitution is, however, very necessary even though the sponsor and the group decide to operate on an informal basis. Constitutions for various clubs are adequately described by Blackburn,⁷ by Meyer,⁸ and by Pack and Palmer.⁹

Club dues should not be so large as to inconvenience any of the members. The fairest requirement is about ten cents a week for the three-day clubs. Incidentally, anyone who is at all interested in science is sure to have a so-called "junk-box" at home from which can be rescued much valuable apparatus. Parents permitting, pupils can bring such material in as part of the dues, and at the same time will be reducing the expenditures of the club for apparatus. Glassware and chemicals for experiments are found in all school science laboratories, and no difficulty should arise in obtaining permission to use them in the course of the clubs activities. The metal shop, wood shop, and electric shop are always glad to contribute to the science club such materials or scrap which might otherwise be discarded.

Since some of the activities involve building apparatus or equipment for use by the school, the principal or the student council should be glad to furnish the science club with some of the school funds for the purchase of special materials.

All in all, enough activities are listed in this paper that the sponsor of a science club can quickly select those which require no great expenditure of money and yet will furnish the club with a program guaranteed to hold the interest of members for a full term.

McKown sums up the entire situation rather completely.¹⁰ He says.

"It must be borne in mind that no school should adopt from another school a program in its entirety. The program must be adapted to fit local situations. While the reader is supplied with an extensive array of material adaptable to all sizes and types of schools, he should remember that, in the last analysis, his own particular background and equip-

ment must determine just how this material can best be utilized."

It is suggested that the club sponsor contact various outside organizations. These will be glad to furnish him with literature which he might do well to read. Some such groups are:

- (a) The A. C. Gilbert Co., New Haven, Conn.
- (b) The American Society of Students, Scientists and Experimenters, 4931 N. Hamlin Ave., Chicago, Ill.
- (c) The Porter Chemical Co., Hagerstown, Md.
- (d) Other companies which manufacture physical and chemical materials, games, toys, etc., suitable for club use.

It is also desirable that the members each subscribe to some scientific journal. One or two club periods a month can be set aside for discussion of the articles found in the magazine. Since its publishing company offers a substantial reduction in price to science clubs and science students, a favored magazine is the "Popular Science Monthly."

Before listing the various activities for the science club, it might be well to mention a special activity which is applicable to all clubs. This is mentioned and discussed by McKown, who calls it the "Club Question Box."¹¹

"Unusual, important and immediately unanswerable questions are continually coming up in literature, history, science, etc., and a central question box, into which these questions may be placed, will not only aid in the answering of these questions, but will provide an interesting source for club programs and activity material. This box is made available to the entire school, and the questions are sent to the proper club for answering. The questions may be posted on the bulletin board and the answers posted with them."

Another group activity which might find application in a science club is that of making scrap-books. Clippings of recent interesting discoveries and inventions can be placed on the various bulletin boards throughout the school. After a short period of time, they can be removed and pasted in a scrap-book. The book, when full, can then be placed in the library for future reference or for ordinary reading.

The activities which follow have been grouped according to their similarities, and it will be very easy to select those desired for any particular situation or occasion.

MAKING THINGS

A Simple Rain Gauge;¹² Seeing Sound With

⁷Blackburn, L. *Our High School Clubs*. Pp. 223 to 250.

⁸Meyer, H. D. *The School Club Program*. Pp 31 to 33.

⁹Pack and Palmer. *The Nature Almanac*.

¹⁰McKown, H. C. *School Clubs*. Preface p. x.

¹¹McKown, H. C. *School Clubs*.

¹²———. *The Boy Mechanic*, Book IV.

a Home-Made Oscillograph;¹³ A Simple Telegraph Sounder;¹⁴ How to Make a Helicopter;¹⁵ Making Small Motors;¹⁶ Making a Registering Wind-Vane;¹⁷ Making a Printing Telegraph Instrument;¹⁸ Making a Microprojector;¹⁹ How to Make a Small Water Wheel;²⁰ Making a Cigar-Box Telegraph;²¹ A Magic Pencil;²² Lantern Slides Any Teacher Can Make;²³ Making a Hot Air Wheel;²⁴ Making a Periscope From Two Mirrors;²⁵ Making a Photoelectric Cell;²⁶ A Sound-Wave Detector;²⁷ Making Fire Extinguishers;²⁸ Making a Roget's Spiral.²⁹

EXPERIMENTS, OR THINGS TO DO

Pharaoh's Serpents;³⁰ Pharaoh's Serpents (non-poisonous);³¹ Brightening Tarnished Silver;³² How to Print on Leaves;³³ Plaster Casts of Leaves and Other Things;³⁴ The Electric Pencil;³⁵ Soap That Will Remove Grease;³⁶ The Smoke Consumer;³⁷ Liesegang's Rings;³⁸ Vortex Rings;³⁹ Invisible Ink;⁴⁰ A Lead Tree;⁴¹ Supporting a Weight on a Burned Tread;⁴² An Obedient Diver;⁴³ A Cartesian Diver;⁴⁴ Cold Fire.⁴⁵

TALKS, PRESENTATIONS, OR DEMONSTRATIONS BY THE PUPILS

Public Lectures;⁴⁶ Shows;^{47 48 49} Informal Talks;⁵⁰ Talks on Alchemy, Hoaxes, Astrology, Divining Rod, Charlatanism;⁵¹ Talks on Natural Things;⁵² Talks on Scientists;^{53 54} Short Skits on the Stage.⁵⁵

TALKS OR SPECIAL DEMONSTRATIONS BY THE SPONSOR

Growth of Bacteria in Petri Dishes;⁵⁶ Beans Burst a Bottle, or the Growing Power of Life;⁵⁷ Experiments with Oxygen for the Amateur Chemist;⁵⁸ A Sensitive Flame;⁵⁹ Drugs, Poisons and Cosmetics;⁶⁰ Photoelectricity;⁶¹ Baseball Curves and the Like;⁶² Crushing a Gallon Can and Then Bringing it Back to Shape;⁶³ Talk about the Stethoscope and Demonstrating It.⁶⁴

SPECIAL ACTIVITIES

Trips Afield;⁶⁵ Exhibitions or School Museum;⁶⁶ Trips to Museums;⁶⁷ Presenting Plays.⁶⁸

The activities listed in this paper are by no means all that are available for use in the science club. Any number of the various books mentioned in the footnotes could be used as the source for club activity and entertainment. The field is limitless, for as Blackburn says,⁶⁹

"The Program Committee of the Science Club has a particularly easy task. No one ever gets gray hairs planning Science Club's entertainment, for there is no field so wide as the field of science or with such a wealth of material to draw upon. If this club were to be merely a 'Chemistry Club,' there would be endless material for programs; but including all science as

it does, there is material enough for many times the number of programs the club presents. Only the most entertaining sub-

¹³Grant, M. R. *Modern Mechanic*, Nov., 1936. Pp. 90-91.

¹⁴Gilbert and Stone. *Magnetic Fun and Facts*.

¹⁵Lynde, C. J. *Science Experiences With Home Equipment*.

¹⁶Crowley, C. A. *Popular Mechanics*, Aug., 1940. Pp. 274-277.

¹⁷Gilbert and Stone. *Magnetic Fun and Facts*.

¹⁸———. *The Boy Mechanic*, Book IV.

¹⁹Hodgdon and Sachs. *Life Activities*.

²⁰Lynde, C. J. *Science Experiences With Home Equipment*.

²¹Washburne, C. W. *Common Science*. Appendix Pp. 380-381.

²²Gilbert and Stone. *Magnetic Fun and Facts*.

²³———. *Turtlox Science Leaflet No. 27*.

²⁴Lynde, C. J. *Science Experiences With Home Equipment*.

²⁵———. *Popular Mechanics*, April, 1940. P. 541.

²⁶Muroff, J. *Everyday Science and Mechanics*, Sept., 1932. P. 966.

²⁷Lynde, C. J. *Science Experiences With Inexpensive Equipment*.

²⁸*Ibid.*

²⁹Gilbert and Stone. *Magnetic Fun and Facts*.

³⁰Frank and Barlow. *Mystery Experiments and Problems*.

³¹Johnson, E. V. *Chemistry and Chemical Magic*.

³²Frank and Barlow. *Mystery Experiments and Problems*.

³³———. *The Boy Mechanic*. Book IV.

³⁴Mann and Hastings. *Out of Doors*.

³⁵Frank and Barlow. *Mystery Experiments and Problems*.

³⁶———. *The Boy Mechanic*. Book IV.

³⁷Frank and Barlow. *Mystery Experiments and Problems*.

³⁸Holmes, H. N. *Laboratory Manual of Colloid Chemistry*.

³⁹Lynde, C. J. *Science Experiences With Inexpensive Equipment*.

⁴⁰Lynde, C. J. *Science Experiences With Home Equipment*.

⁴¹Holmes, H. N. *Laboratory Manual of Colloid Chemistry*.

⁴²Lynde, C. J. *Science Experiences With Inexpensive Equipment*.

⁴³*Ibid.*

⁴⁴Frank and Barlow. *Mystery Experiments and Problems*.

⁴⁵*Ibid.*

⁴⁶Pack and Palmer. *The Nature Almanac*.

⁴⁷Frank and Barlow. *Mystery Experiments and Problems*.

⁴⁸Johnson, V. E. *Chemistry and Chemical Magic*.

⁴⁹Pack and Palmer. *The Nature Almanac*.

⁵⁰Fabre, Jean-Henry. *The Secret of Everyday Things*.

⁵¹Henry, D. W. *Foibles and Fallacies of Science*.

⁵²Pack and Palmer. *The Nature Almanac*.

⁵³Bachman, F. P. *Great Inventors and Their Inventions*.

⁵⁴Darrow, F. L. *The Boys' Own Book of Great Inventions*.

⁵⁵Fabre, Jean-Henry. *The Secret of Everyday Things*.

⁵⁶Beauchamp, Melrose & Blough. *Discovering Our World*. Book III.

⁵⁷Lynde, C. J. *Science Experiences With Home Equipment*.

⁵⁸Tracy, V. *Modern Mechanic*, Nov., 1936. P. 112.

⁵⁹Frank and Barlow. *Mystery Experiments and Problems*.

⁶⁰Wilson, S. R. *Descriptive Chemistry*.

⁶¹Muroff, J. *Sigma News*, Fall, 1933. Pp. 6 to 8.

⁶²Lynde, C. J. *Science Experiences With Inexpensive Equipment*.

⁶³Lynde, C. J. *Science Experiences With Home Equipment*.

⁶⁴(Sponsor should contact professional friends.)

⁶⁵Pack and Palmer. *The Nature Almanac*.

⁶⁶*Ibid.*

⁶⁷Philadelphia Schools furnish free student tickets to the Franklin Institute here in Philadelphia.

⁶⁸"The New Assistant"—Metric Association, 156 Fifth Ave., New York, N. Y.

⁶⁹Blackburn, L. *Our High School Clubs*. P. 205.

jects, therefore, are selected, and the programs are interesting, indeed."

A carefully-run science club can be highly successful in its aim, and any apparent egotism and enthusiastic loyalty on the part of the members and the sponsor is justifiable.

BIBLIOGRAPHY:

Bachman, Frank P. *Great Inventors and Their Inventions*. New York, American Book Company. A good source for material for club talks.

Beauchamp, Melrose and Blough. *Discovering Our World, Book III*. New York, Scott, Foreman and Company, 1939.

Blackburn, Lura. *Our High School Clubs*. New York, The Macmillan Company, 1928. Description of the club program in the Oak Park and River Forest Township High Schools in Oak Park, Illinois.

Crowley, C. A. "Making Small Motors." *Popular Mechanics*. Pp.274-277, August, 1940. How to make electric motors from scrap materials. Very good.

Darrow, Floyd L. *The Boys' Own Book of Great Inventions*. New York, The Macmillan Company, 1930. Source for material for club talks.

Fabre, Jean-Henry. *The Secret of Everyday Things*. New York, D. Appleton-Century Company, Inc. 1937. Source for short skits and talks.

Frank and Barlow, *Mystery Experiments and Problems*. Oshkosh, Wisc. J. O. Frank, 1936. Experiments, demonstrations and shows.

Fretwell, E. K. *Extra-Curricular Activities in Secondary Schools*. New York, Houghton Mifflin Company. Copyright, 1931.

Gilbert and Stone, *Magnetic Fun and Facts*, New Haven, Conn., The A. C. Gilbert Company. Copyright, 1920. Tricks, demonstrations, facts.

Grant, Maxwell R. "Seeing Sound With a Home-Made Oscillograph." *Modern Mechanix*, Pp. 90-91, November, 1936. Not too complicated. Results well worth the trouble.

Hering, D. W. *Foibles and Fallacies of Science*, New York, D. Van Nostrand Company, 1927. Explodes popular misconceptions. Suitable for pupil talks.

Hodgdon and Sachs. *Life Activities*, Philadelphia, Pa., Hinds, Hayden and Eldredge, Inc. 1939. Making the microprojector and working with it.

Holmes, H. N. *Laboratory Manual of Colloid Chemistry*, New York, John Wiley and Sons, Inc., 1934.

A college textbook. The experiments throughout the book are very colorful.

Johnson, Gaylord. *Hunting With the Microscope*. New York, Leisure League of America, 1936.

Hours of fun with a cheap microscope using simple materials.

Johnson, V. E. *Chemistry and Chemical Magic*. New York. Hodder and Stoughton, 1912. Tricks, chemical magic, entertainment and shows.

Lynde, Carleton J. *Science Experiences With Home Equipment*. Scranton, Pa. International Textbook Company, 1937. Fun with things found in every home.

Lynde, Carleton, J. *Science Experiences With Inexpensive Equipment*. Scranton, Pa. International Textbook Co., 1939. Tricks and demonstrations with easily obtainable materials.

McKown, H. C. *School Clubs*. New York, The Macmillan Co., 1931. The entire volume is about school clubs. A very valuable book and probably the finest work relating to school club activities.

McKown, H. C. *Extra-Curricular Activities*, New York, The Macmillan Company, 1939. Chapter dealing with clubs.

Mann and Hastings. *Out of Doors*, New York, Henry Holt & Co., 1937, Chapter II, on making various plaster casts. Very good reference if the club includes nature activities.

Meyer, Harold D. *The School Club Program*. New York, A. S. Barnes and Company, Inc., 1931. Organization and administration of clubs. Programs.

Morgan, Alfred. *An Aquarium Book For Boys and Girls*. New York, Charles Scribner's Sons, 1936.

Home Activity carry-over from the school club. Good for groups also interested in nature study.

Muroff, John. "Making a Photoelectric Cell," *Everyday Science and Mechanics*. P. 966, September, 1932.

Muroff, John "Photoelectricity," *Sigma News*, Pp. 6-8 Fall, 1933. A magazine published by the Philadelphia College of Pharmacy and Science. Source material for a talk by the teacher on the various types of electric eyes, and how they work.

Pack and Palmer. *The Nature Almanac*, Washington, D. C. The American Nature Association, 1927.

Forming clubs, organizations, etc. Shows, lectures, trips.

Smith, Edith Lillian. *Everyday Science Projects*. New York, Houghton Mifflin Company, Copyright, 1925.

Boys and Girls in chemistry and physics. Chapters XIII-XIV.

Tracy, Vernon, "Experiments With Oxygen For the Amateur Chemist." Pp. 112. *Modern Mechanix*. P. 112, November, 1936

Instructive and entertaining teacher demonstrations.

Washburne, C. W. *Common Science*. Yonkers-On-Hudson, New York, World Book Company, 1922. Appendix, Pp. 380-381.

Wilson, Sherman R. *Descriptive Chemistry*, New York, Henry Holt and Company, Copyright, 1936.

Chapter on drugs, poisons and cosmetics. Teacher talk.

— *The Boy Mechanic. Book IV*, Chicago, Ill., Popular Mechanic Press, Copyright, 1925.

This and the volumes preceding it are full of things to do at home and in the science club.

— *Official Handbook-Hall of Science-A Century of Progress.*, Chicago Illinois, The Cuneo Press, Inc., 1934.

Description of the various exhibits in the Hall of Science at the Chicago Fair, 1934. Suitable as source for talks by teacher.

— *Popular Science Talks*, Phila., Pa. Yearly publication of various popular lectures given by the faculty members of the Philadelphia College of Pharmacy and Science. Volumes now number about 14. Good source for material for club talks by teacher and pupils. Pupils should also be encouraged to attend these lectures. They are non-technical and free of charge.

— "Making a Periscope from Two Mirrors," *Popular Mechanics* P. 541, April 1940.

— "Lantern Slides Any Teacher Can Make," *Turtor Science Leaflet* No. 27. The pupils can also make the lantern slides as they are very well described. This leaflet and other helpful ones are furnished free to teachers by the General Biological Supply House, Chicago, Illinois.

— "The New Assistant," a play about the metric system. The script may be obtained by writing to the Metric Association, 156 Fifth Ave., New York, N.Y.

its own light. For example, at the beginning and the end of each semester we open the Book Exchange, so the students may buy and sell their books. It gives the students who run it excellent training. Though we do not try to make profit, we surely do not want to "go in the hole."

It is customary for the students to start losing as soon as they have finished buying, so we set up our "Lost and Found" which continues throughout the year. Also at the beginning of the year is the Orientation Program for all new students, giving them a sort of Emily Post's eye-view of Central. Through the formation of the Safety Council and the Student Fire Chiefs, the safety of Central's students is more adequately assured.

One of the Student Council's unique features is the dancing facilities offered to the student body. Among these are the monthly sunlight dances held after school, the noon-hour dancing during the cold weather, and the High School Community Association dances, which are night affairs held about four times a year.

When any group of students with a common interest desire to form a club, it applies to the Club Charter Committee, whose duty it is to help them properly form the club. Through the dances and the clubs many new friendships are made by the students.

Central has recently initiated a flag raising ceremony, during which there is a moment of silence and inactivity over the school except for the accompanying bugle call. This brings home to the student, for a moment at least, what it means to be an American.

It is the work of the Student Council to consider building and grounds improvements, both to see that they are made and, in a sense, to guard them. The Student Council has no intention of being a police force, but it does take action on unruly conduct by the students. For this reason there are hall guards, organized pep meetings and rallies, and other precautionary measures.

The Student Council sponsors many other activities—such as teas for new students and teachers, Color Day, intramural sports (which are proving very popular), and the very exciting Football Queen contest held at the beginning of the year.

We send representatives to the Student Council Convention to obtain new ideas and we do not hesitate to discuss any new idea which originates in our own school. We have demonstrated the process of orderly, logical discussion ending in action. And isn't this the primary concept of a democracy? We who have been student council members represent the future and hope of democracy. We receive a training from which not only we but all who believe in democracy will in the future benefit. And we like it this way.

We Like the Democratic Way

JIMMIE ELLIOTT

Student, Central High School
St. Joseph, Missouri

A COMMANDING tap, the words: "The meeting will please come to order," and the Student Council of Central High School begins another session of democratic governmental proceedings. It has behind it an enviable record wherein the members have acted as mediators between the student body and the faculty.

One could not say what our most important activity is, as each is of equal importance in

An Appraisal of Debate

IT IS a common reaction among debate directors, after returning from the usual run of debate tournaments, to question the educational advantages of their specialty as it is being promoted. The cut-throat competition they have witnessed between schools for the trophy, the widespread evidence of coach-prepared debate scripts, the haranguing of overanxious contestants, are not healthy indications of speech training. It is disturbing to realize that the advantages of debate have not often been made apparent, even to the school authorities, who have perhaps seen too many distressing examples of it anyway.

Debate, if the directors so wish it, can be of great educational benefit. The activity is specially designed to develop the speaker's ability to weigh facts, to balance evidence, to make his thoughts clear and interesting to others. In his search for material he should become an expert in the use of the library facilities, in the techniques of reading and study. Worthy attitudes in citizenship and sportsmanship, with careful direction, should be expected after effects.

Debate affords the best general realistic speech training offered in our schools. Declamation, unfortunately, has become, or has always been, too much an artificial parroting of the fine thoughts of someone else—a formal unnatural speaking exercise demanding a finely modulated voice and a good memory, and not much else. Dramatics is in a similar category, except that it is even easier if one has any talent for mimicry and an average memory of lines. Debating requires of the participant a solo performance in which the ability to think quickly on one's feet, to organize ideas and language, to extemporize, are of prime importance, and rightly so, if one is concerned about any realistic speech performance.

A good debater must, first of all, be a student, a person interested in the complex phases of life in a rather chaotic world, as it is today; he should be a live, young citizen in an adult world of many problems. Fundamentally, his concern over governmental, sociological, economic, problems ought to be above average for his age level. If he is not so at the beginning of the season, the director should instill in him in some subtle way an honest interest in the subject debated.

A good debater has psychological stability; he does not get "rattled" when opponents pound him with questions and facts; he has mental poise, has a ready answer for most everything that comes up in discussion. Any director considers his prayers answered if he

ALLAN MATHIAS PITKANEN

Director of Debate

Central High School

Canton, South Dakota

has a group of debaters assembled who can see casual relationships among a hodgepodge of facts, and if the squad, or even a few of them, have quickness and alertness with words, a fighting spirit, and the power to distinguish between refutable and already refuted arguments. Debate, by the way, at least expert debate, is not for the masses but for the intellectual aristocracy, not because of choice but because of circumstances.

But have we developed debaters with these much desired capabilities? I doubt it. Poor preparation, faulty direction, lack of knowledge concerning the question have been responsible for the degradation of debate into its being a kind of poor declamation contest. Extemporaneousness has appeared to be of less importance than "smooth talk"—memorized speeches or passages. The exaggerated emphasis on winning has long been a glaring evil of debate. Such incentive should have no important place in the educational theory of the speaking exercise. Why have decisions? Why not have every debate end in a short informal discussion? Why not have two or more judges, a whole room full of them, if you can? "Oh, having two or three judges is too expensive, just isn't practical!" Well, neither is much of the judging we now have. What's wrong with a tie? From my judging of many debates, flipping of a coin would be as scientific, considering the way the performance was done; nobody nor neither side won any argument; there usually wasn't any. But a decision *must* be given; some team *must* go home with a trophy; the list of wins and losses must be posted for posterity to view with either elation or alarm. Why? Especially, when there so often is so little difference between the amateurish exercises of thought of the "debaters."

The actual system of judging is often questionable too. Some judges emphasize this technique, others stress something entirely different, until the debaters after their conferences with the judge throw up their hands in despair and bewail. "What's the use; no matter what I try, I'm wrong!" Drafted outsiders—lawyers who fail to appreciate high school debate, politicians who have a system all their own—give to such judging the word "incompetency": if coaches judge the various teams with whom they compete, the word becomes

"jealousy," or "trickery." And sometimes, an observer notices mighty queer decisions are passed out.

Many administrators and directors have complained of the topics for debate as chosen by national committees and the length of time devoted to them. These subjects are too difficult for most adolescents and even above the interest of most communities. Many students are practically drafted by the directors into debate even though they have no special love for it; they are urged into it out of school loyalty. The activity would be much more wholesome if the students themselves felt urged to enter into it and to study its topics out of spontaneous interest—but that perhaps would be too much of an educator's dream.

Directors should emphasize to their debaters the undesirability of bad platform mannerisms—the artificial gestures, the over-aggressive or bombastic attitudes, the harsh, shrill, excited voices. The mental attitude sometimes displayed by novices is questionable. Some teams can be depended upon for tricky plays, for a too obviously bewildering "strategy," an abuse or overuse of dilemmas. Extreme verbosity, a confused wordage, a chip-on-shoulder or cocksure attitude is not complimentary to good debate. Lack of teamwork among the colleagues and failure to hook up with one another's arguments are disappointing to the judge and to the audience; this is especially to be found in rebuttals when unification of purpose should certainly be apparent. Quibbling and bickering over definitions, getting panicky if the other team does not do the expected are also indicative of poor debating.

The audience, if there is one, becomes bored by endless repetitions, superabundance of unexplained, meaningless, or too accurately stated statistics which are merely quoted without being interpreted. Too much quotation, too many references to authority, and too long quotations can never be expected to keep a public audience from napping.

The rebuttal, the heart of the debate, cannot be "canned." Refutation should start and continue from the second speech on. Clash, clash, clash—or there is no debate! Every minute of time should be filled with good material; reading one's rebuttal from the cards or continual quoting from authorities instead of reasoning through is unforgivable. Often debaters fail to notify their audience about the particular phase of the argument they are refuting or to explain how their refutation damages the opposition's case. Time is squandered on unessential points and on repetition of what has previously been made quite clear.

Yes, debate has become in all too many instances a sterile and unreal performance of wits. Too often the speakers debate to a

"crowd" of two or three opponents, a chairman, and a judge, and a multitude of empty chairs. Why isn't debate given a better public acceptance? To most people debate is an unfamiliar, uninteresting game played under strange rules. Debaters appear to lose contact with the audience when they expound the complexities about which they themselves have all too little understanding. Audiences like humor, and debates have too long been too sober and "intellectual." The speeches have been too stiff and stilted. The debaters have been too anxious to please a detail-ridden technical judge and too reluctant to make any admissions or concessions that thrillingly clash with the contentions of the other side.

If formal tournaments between the schools could be curtailed or even discontinued, and if the debaters made contacts with the citizens in their community organizations by instructing and entertaining them on their programs, much more actual benefit from debate activities would ensue. Why not try holding interscholastic debates at halfway points at rural schools when PTA or rural programs are held and have the contest judged by a neutral audience? The program committees of various adult organizations sometimes frantically look for entertainment possibilities—and debate can be highly entertaining as well as mentally stimulating if properly prepared and executed. These adult contacts would force the speakers to meet their audience, and a heterogeneous one at that, and win the individuals in it to their way of thinking just as it's done in real life situations. Debaters, meeting a rural or any mixed group, must "loosen up," must adapt themselves and their speeches to the folks out beyond the stage, to make their talks interesting and successful. At the same time, the debaters will have a marvelous opportunity to do "missionary" work for their school and education.

This real kind of debate, when squads are pitted against each other before a room full of adults and children, presents an ideal speaking situation, and good debaters cannot do anything but extend themselves to make admirable performances—and get the thrill-of-a-lifetime feeling when they know they "got across." Then the activity gains life, purpose, and gives the speaker the recognition, the training, he is seeking, and debate becomes one of the most fruitful extra-curricular sports the school can offer its youth.

"Permanent escape from the cares of the world, or even from the personal cares that infest the day, is impossible. But temporary escape, whether by book or play, or by games, is an excellent thing, and never more important than at present."—Franklin P. Adams in the *New York Post*.

The A Cappella Choir

THE a cappella choir at William Byrd High School at Vinton was organized in the fall of 1940. It consists of fifty mixed voices singing unaccompanied music from the classics, both secular and sacred. This choir was a direct outgrowth of previous music in the school.

The music is under the direction of Dorothy Miller and J. Alton Hampton. At the present time Mr. Hampton directs the a cappella choir and the band, and gives private voice lessons in connection with the school curriculum. Miss Miller has taught freshman music in the school for the past five years.

This class is an orientation in music for pupils to whom music is a stranger. In the past five years very definite results of the music started in the freshman classes can be seen. Before these classes were begun, there was a direct need for music both in the school and in the community. When the first glee clubs were formed from the freshman classes, the boys and girls were uninterested, and the students as a whole felt that only a "sissy" would try to sing. It was very difficult for the instructors to get the boys and girls to take part in assembly or in any other public program.

Now the tide has changed so that one would hardly recognize it as the same school. The honor students, the football boys, literary students, and music lovers come together in our music classes.

In the spring of 1940, our school realized that our curriculum did not give adequate time to meet the needs and desires of our boys and girls in the field of music. Therefore, a class in choral music was placed in our schedule. This class meets for one hour each day and carries full unit credit. In order to accommodate the large number of applicants for this class it was necessary to have "try outs," and only those pupils with singing voices were declared eligible for the course. There are at present seventy-four members of the choral class. The junior and senior members of this group were chosen to form our A Cappella Choir.

The first appearance of the a cappella choir was at the William Byrd Parent-teacher Association meeting early last fall. Parents and visitors recognized the ability of this group and praised them very highly.

On December 1, the choir presented a Stephen Foster operetta as a part of the high school assembly program. This program was

MRS. GAY BECKNER NEAL
Teacher, William Byrd High School
Vinton, Virginia

enjoyed not only by the members of the student body but also by parents, friends, and many music lovers who attended. This caused a great increase of interest on the part of the students in the choir; therefore, they wanted to do more work and make more appearances. They also wanted vestments in which to appear.

The subject of vestments was brought up in class for discussion. As a result it was decided that the choir would sponsor two movies and the proceeds would go to the choir in order that they might buy the desired vestments. The colors chosen were cream and maroon, the Westminster Choir colors. The material for the vestments was bought and members of the William Byrd Parent Teacher Association cut them out in the school cafeteria. Each student was taken from class only a short time while his robe was being fitted. These robes were made by the parents of the members of the a cappella choir, thus making the parents and P. T. A. feel that they had a part in making the choir possible.

The first public appearance of the group away from the school was made at the Virginia Heights Baptist Church. The group's performance was heartily received by a large congregation. They were then granted an audition by Dr. John Finley Williamson, director of the famous Westminster Choir. Dr. Williamson praised the group very highly.

The choir was invited to sing at a special vesper service in the Vinton Baptist Church and at a later date appeared in the high school assembly program at the request of the student body. Other appearances included the State Competitive Music Festival in Richmond in early April, a broadcast over WDBJ in Roanoke, and music for the district P.T.A. meeting at Vinton Elementary School.

As a result of the wide variety of experiences made possible by the appearances of the choir, a great deal of enthusiasm has arisen among the members of the group. An evidence of this can be seen in the following comments from representative members of the group:

"I consider this the most beneficial class which I have taken in high school."

"This class helps to create a better fellow-

ship among the students who participate; and we learn more about music appreciation."

"It takes the gloom out of the day's work."

"It teaches posture as well as music."

"It trains you in giving your undivided attention."

Pupils, teachers, and patrons have joined in their congratulations to Paul E. Ahalt, the principal, for making this class a part of the curriculum and have urged its continuance. Other administrators may well undertake to foster such a project.

(A photograph of the William Byrd High School a cappella choir is shown on the front cover of this number of *School Activities*.)

A Roman Banquet

D. MILLIMAN

Librarian, Wayne High School,
Wayne, Michigan

CAESAR is not dead—Latin is not dead—at least not for the students who study Latin in our high school. Ancient Rome and the Romans come to life annually at the Latin Club banquet which is a high light of the school year for students in that department. The affair is a tradition and is planned, supervised, and enacted by students. All people in the department are invited to attend.

To finance the banquet, the club engages in several money-making schemes during the year. A noon hour dine-and-dance is highly remunerative, and two or three of them supply the treasury with funds for the feast. The students furnish materials for the lunches, prepare, and serve them.

The activity is correlated with the regular Latin lessons. The first year class makes a study of Roman foods, then plans the menu for the banquet. The second year class mixes a study of Roman custom and costumes with the translation of Caesar. Both groups use the library freely for reference to the following books in particular:

Davis—*A Day in Old Rome*

Johnston—*Private Life of the Romans*

Showerman—*Rome and the Romans*

We have built up a collection of pictures in the picture file for Roman costumes, which are always useful.

The class that plans the costumes arranges for each person to be dressed as the ancient Romans were. Homes are searched for discarded sheets, or cheese cloth is purchased, making it possible for each person attending the banquet to look regal in a *toga*. No one is allowed to come who is not appropriately dressed, and no one has ever been known to stay away because he didn't have a costume.

For the head, laurel wreaths are made of green construction paper cut in the shape of leaves and attached to a circle of wire. Some of the wreaths are very realistic and lend dignity to the wearers.

A trident furnishes the pattern for table arrangement. Three places are set at the head table for Caesar and his guards, who enter after the other guests and are ushered in at a blast of a trumpet.

Planning the menu and menu cards furnishes amusement as well as enlightenment to the group taking that task. To make the cards, ordinary paper is soaked in tea and dried. Then the edges are burned unevenly to give a semblance to parchment. The sheets are about four by eight inches. The menu is written on in Latin, and the sheets are then painted with orange shellac, dried, and rolled in scroll fashion. Here is a sample of one of the menus that has been used.

Cena
Batatae Commixtae
Vaca Helvetia
Pisa et Pastinacae
Gelatum
"Sapit qui bene est"
Mensa Secunda
Lax Frigida et Placentae

The dinner is entirely prepared and served by student committees appointed by the president of the Latin Club.

Cleverness and originality usually mark the program, which is pupil planned for pupil participation. One group sang a popular song which had been rewritten by themselves in Latin. A recent program highlighted a "Battle of the Sexes." Questions were asked about ancient Roman times as well as modern times. The students enacted some short humorous skits pertaining to Roman life.

This particular activity of our Latin Club has several important results from the educational standpoint, namely:

- (1) It gives a sense of satisfaction to the student who has broadened his knowledge and has imparted some knowledge to others.
- (2) It gives a greater understanding of the Roman people, their problems and their contribution to our cultural life.
- (3) It creates an added interest in the school on the part of the townspeople.
- (4) It grants an opportunity for cooperation on the part of the students.

"We can never achieve a perfect and finished form of society. We do not even want to, for to do so would be to arrive at stagnation and death in life. We seek for the ultimate justice. We move toward it. We never reach it."—From *Editorial in The New York Times*.

Commencement Activities in Greensboro High School

IN 1931 the Greensboro High School abandoned the traditional commencement address as the principal feature of the commencement exercise. Since that time various types of programs have been presented: student speakers, alumni speakers, and pageants, simple or elaborate. With the rapidly increasing number of graduates the pageant type has come to be considered most satisfactory, because it provides opportunity for participation by a larger group. This creative type of work unifies the activities of the entire school, both curricular and extra-curricular, and in its final presentation it involves the majority of the senior students.

The idea emerges gradually, the work of many students and teachers. In actual procedure a committee is formed, which consists of each senior homeroom sponsor and a student representative from each homeroom. The local policy regarding commencement programs is explained; the previous programs are reviewed; and possibilities for a new program may be suggested by the faculty chairman or by any members of the committee, if any plans have been formulated at that time. Each member is asked to talk of graduation with his homeroom, to think of a plan, and to be prepared at the next meeting to make specific suggestions.

At this second meeting each one is called on in turn to make his suggestion and to state briefly how it may be developed. A blackboard record is made; ideas are classified; and combinations are made where there is correlation.

When there are several ideas with promise, sub-committees are formed to develop in writing for the third meeting the idea which most appeals to them. In one group of which I was a member three separate plans were drafted.

After considerable discussions of the outlines presented, one plan is adopted, and the pageant work is ready to be organized. Most of this preliminary planning takes place in the fall semester. By the first of February the June class usually has its idea well in hand, and it is ready to begin the actual work of planning, writing, and producing the pageant.

Many committees are appointed, according to the needs of the plan: a writing committee, a production committee, a costume committee, a typing committee, a properties committee, an art committee, a music committee, and a stage crew. Sometimes the writing committee is broken down into several groups, one for

ESTELLE MITCHELL
Senior High School
Greensboro, North Carolina

each scene, and perhaps a poetry committee if the allegories are to be written into verse.

A faculty sponsor is attached to each group to aid particularly in finding sources of information and to provide experienced guidance for the whole activity.

While these committees do their work separately, they must work very close together. On one occasion an entire section was changed after it was written, because the production committee pointed out the impracticability of the original scene and made a suggestion which proved to be much more effective. On another occasion the music committee was unable to find suitable music for an Industry scene, and the band director with his group worked out from the written draft of the scene an original number.

It is the committee work which unifies the activities of the school: the Home Economics department for costumes, the art department for backgrounds, the shop department for properties which must be built, the physics department for sound and lighting effects, the commercial department for typing, the music department, both vocal and instrumental for preparation of suitable music, the dramatics club for sets and direction help, and even the academic departments for historical, literary, and scientific criticisms and presentations.

Program themes which have been utilized are as follows: "A History of Greensboro High School," "Our School, a Little City," "On Guilford's Hills," "Here's to the Land of the Long-Leaf Pine," "America: Her Living Past and Challenging Future," "Beyond the Blue Horizon," "The Rainbow's End," "Today, the Gift of Yesterday," "The American Way of Life," and most recently a pageant of patriotism, "Our Heritage," a dramatization of the preamble of the Constitution of the United States.

Many of these pageants have been historical, with science, literature, art, and music woven in. I have chosen a simple idea to present here. It adds variety to the general scheme, and it produces a timely opportunity to interpret to the community some of the rapidly changing concepts of education to meet the present emergency, as seen in our

newer courses in vocational training, vocational practice, trades, and adult education. This work, open mainly to seniors, has come to the front too rapidly to be fully understood by the community; only this year our trades building will complete the quadrangle of what was a few years ago a purely academic and cultural high school with a science building, a music building, and a main class building. If the school is to be organized in this way, then proportionate values must be attached to the vocational and the cultural. Even in the graduation program students who take sheet-metal work or welding must be recognized side by side with those who play a violin or pursue a college preparatory course.

OUTLINE OF PAGEANT

Theme: Building for Tomorrow. (Time: 1 hour and 15 minutes)

I. Introduction: An explanation of school organization, with particular reference to the newer features.

II. Presentation of traditional subject work. (With emphasis on the college preparatory work.) (a) Scene: Science demonstration.

III. Explanation of the vocational practice idea. (a) Simultaneous scenes from fields in which activity is directed by the coordinator; hospital work, newspaper work, salesmanship, mechanics, etc.

IV. Explanation of music work (vocational and instrumental). (a) Scene: A capella choir.

V. Explanation of Trades Work. (a) Scene: Demonstration of simple processes of sheet metal work and welding, using such materials as may be easily transported to the stage and quickly removed.

VI. Explanation of Scope of Art Work. (a) Scene: Miniature art exhibit (may be arranged in advance on large stage screen which may be raised and lowered at proper time).

VII. Explanation of Adult Work in Day or Night School. (a) Scene: Adults receiving diplomas for first time.

VIII. Summary of Pertinent Facts—a tying up of the whole program of building for tomorrow.

IX. Senior Procession with accompaniment of band music.

X. Presentation of Diplomas—Superintendent using block system with the seniors massed on stage.

This program has its limitations. Its scope does not include extra-curricular activities as such, nor does it include such prominent fields as physical education, home economics, and journalism.

The writing of this type of program is much simpler than it might be for dramatic pageantry. Smooth, easy flowing prose, pleasing to the ear, is preferable to poetry. Care should

be exercised that it shows continuity and conformity in style.

SIMPLE OUTLINE OF OTHER EVENTS IN THE SENIOR SCHEDULE

Easter: Senior Trip to Washington.

May 15: Art Exhibit, Home Economics Exhibit.

May 22: Faculty Tea for Seniors.

May 24, Sunday, 5:00 P.M.: Commencement Concert: 1. Processional of seniors not in program. 2. Three religious numbers—A capella choir (in vestments). 3. One classical number by the orchestra. 4. Two classical numbers by the girls' glee club (seniors in caps and gowns, others in white). 5. One classical number—violin solo. 6. Three spirituals by the mixed chorus. 7. Finale—sacred number. Probably "Halleluliah Chorus" by the combined choruses.

May 26, 11:00 A.M. Senior Assembly: 1. Senior Processional. Music by the band. 2. High Lights of Class History (in tableau or screen while they are being given by the reader). 3. Recognition of Honors Won During the Year in State and National Contests. 4. Awarding of Individual Cups Offered by Outside Organizations. D.A.R. Cup—Historical Essay Contest. (Honorable mention to ranking papers). Civitan Cup—citizenship essay. Other cups—music, athletics, debating, etc. 5. Passing of the Colors. 6. Class Song. 7. Recessional. Music by band. (Moving up of other classes.)

Our program of awards is much more cumbersome than we should like. This removal of the lesser awards to the assembly program was precipitated by the facetious and perhaps justifiable remark of a parent, "You awarded so many cups the other night that I finally got ready to go up and get mine when you called it." There are, however, a few awards of such long standing that we have been unable to effect their removal from the regular graduation program.

EVALUATION

This set-up for commencement activities, with particular interest on the pageant, is not presented as ideal. Many criticisms may be offered: it demands continuous faculty guidance; it requires a great deal of work; it takes a great deal of time.

Careful planning facilitates the work more than does any other one thing. The students who expect to work on the writing can frequently arrange their English class with the teacher-advisor in charge of this particular phase, and in that way some of the writing may become a part of the class work. Senior sponsors may be assigned to senior study halls, and committees may be formed within this group. Some work may be accomplished on "free days" in the activity period when
(Continued on page 286)

National Boys and Girls Week

NATIONAL Boys and Girls Week is observed each year by various schools, towns, communities, and organizations in the United States. The activities of Boys and Girls Week are supervised by a national committee, headed by John L. Griffith of Chicago and composed of business men and women, industrialists, educators, and others.

Tahoka Public Schools observed the National Boys and Girls Week in 1941 from April 26 through May 3. The main purpose of the local observance was to focus attention on the various activities and problems of youth. Another purpose was to emphasize the importance of a sound body, a trained mind, and spiritual growth in the complete development of the boy and girl, and to stress the important functions of the home, the church, and the school in such development.

Members of the faculty of Tahoka High School sponsored a Recognition Service and Visitor's Night in connection with the National Boys and Girls Week. Exhibits were placed in various classrooms of the building. High school students served as guides and accompanied visitors to see the exhibit rooms. Visitors saw the exhibit rooms from 7:30 until 8:30 o'clock. It was found that when Visitor's Night was combined with the Recognition Service that more parents visited the school than previously had been recorded. And in this way school patrons saw the work that was being done in the Tahoka Public Schools.

A short concert by the Tahoka High School band was given between the visiting hour and the Recognition Service. This sustained the interest of persons in attendance, brought a larger crowd, and gave variety to the program.

Students doing outstanding work on "The Growl," student newspaper, band, dramatics, pep squad, home economics club, F. F. A., athletics, Interscholastic League work, and other activities were honored at the Recognition Service. To be eligible to be recognized a student was required to have a "B" average in his scholastic work. These students were selected by the high school teachers after considering the students' leadership, scholarship, cooperation with faculty and fellow students, attitude, initiative, dependability, and participation in school activities.

A committee composed of the class sponsors and the high school principal selected an outstanding boy and girl from each high school class. These students received special recognition at the service. The high school principal

RUBY NELL SMITH

*Journalism Teacher, Tahoka High School,
Tahoka, Texas*

presented medals to the best all-around boy and girl in the entire school. Carrying out the school colors, honored students were given blue and white badges. Parents of outstanding students received special invitations to attend the service. The superintendent of the schools presented a medallion to the citizen selected for distinguished service to the school during the current school year. This citizen was selected by a secret committee composed of a representative of the schools and members of the Tahoka Rotary Club. Official "T" awards were presented also at this program. Students on major athletic teams and those winning first place in literary and athletic contests in the Lynn County Interscholastic League meet are eligible for "T" awards.

In previous years the above awards were made at the commencement program, which made the exercises too long drawn out. The Recognition Service prevents this from happening now at the commencement program in Tahoka High School.

Religious services of special interest to boys and girls were held at the Methodist Church and the First Baptist Church in Tahoka during this week. The objectives for these services were to stress spiritual growth as essential to the complete development of boys and girls.

The national committee suggests activities for each day of the week. Suggestions for daily programs are: boys and girls recognition day, day in churches, day in schools, vocational day, health and safety day, citizenship day, day in entertainment and athletics, day out-of-doors, and evening at home. A boys and girls recognition day parade, pageant, exhibitions or hobby shows may be staged as features of Boys and Girls Week celebrations.

Boys and Girls Week is the outgrowth of Boys Week which originated in 1920 through the Rotary Club of New York and in a few years spread to all parts of the world. In response to popular demand, the name was changed in 1936 from "Youth Week" to "Boys and Girls Week." The annual programs in most communities are designed to include pupils from about ten to eighteen years of age.

Detailed plans of the week may be obtained by writing to the National Boys and Girls

Week Committee, 25 East Wacker Drive, Chicago, Illinois.

The purpose of the Committee will be best served when schools feel free to accept their services.

Listen to Broadcasts

JANET BASSETT JOHNSON
Patterson Park High School
Baltimore, Maryland

WHAT a glorious privilege was that of seniors at the Patterson Park High School from October 16th to December 19th! During this interval, twelfth graders tuned in on Friday morning to The Columbia Broadcasts by the School of the Air of the Americas. Always they enjoyed this living world wherein *Issues in a Democracy* were presented.

As an example of what these Pattersonites did, let us consider the broadcast, *The Worker After the Defense Program*, in which the question raised was as follows: "How will the nation meet the problem of employment after the defense program?"

To prepare for a better understanding of this topic, the subject was announced weeks ahead of time, and then it was that the students began consulting *Public Affairs Pamphlets*, No. 57, Broughton, Philip S., *United States Employment Service*; *World Affairs Pamphlet*, No. 10, Condliffe, J. B., *War and Depression*; and *American Council on Public Affairs*, 1941, *Council for Democracy, Community Employment Problems Under Defense*.

While reading and discussing the topic, the students prepared questions which they hoped would be answered in the panel discussion over the Columbia network. During the broadcast, they took notes, and at its conclusion, there was a follow-up lesson in which Pattersonites conducted their own panel discussion. Three pupils sat on the panel around a table at the center of the room, while the class arranged their chairs in a semi-circle facing the three speakers. After the class panel discussion, which lasted only a few minutes, the students entered into a free discussion of *The Worker After the Defense Program*, and at this time, they asked many of their prepared questions and added information from their collateral reading.

With respect to the 1942 broadcasts of *Domestic Issues and Inter-American Relations* which this School of the Air of the Americas will present, the class expects to make records of these Friday radio programs. These records will be played to other seniors, so that they, too, may become alert to the complexity and rapidly changing forces in

the world of today. For the goal of each is "pupil participation wherever possible in the relieving of actual historical situations."

Already more than one senior has said, "Some day I hope I have the opportunity to speak over the radio," or "I shall be glad when I learn of Inter-American Relations over the radio, since that's our last topic for the senior year in United States History."

¹Bassett, Sarah Janet, Retention of History. The John Hopkins University Studies in Education. No. 12. P. 33.

A School Defense Council

AGNES L. SCHMIDT
Citizenship Teacher, Wausau Junior
High School, Wausau, Wisconsin

THE Wausau Junior High School, Wausau, Wisconsin, has recently organized a council to sponsor projects for defense. A student from each homeroom is elected to the Council, with the principal and guidance director as advisers.

The Council was organized only a few weeks ago, and several projects already have been successfully completed. It is sponsoring the sale of defense stamps; the first week about \$50 worth was sold to students. Through the Council's influence, the school has a 100 per cent membership in the Red Cross.

Another project which created city-wide, as well as school-wide interest, was the rag campaign. Friday morning, January 30, students were seen on their way to school with bags of rags. Some were on bicycles and buses; some carried bundles under their arms and on their backs; several had so many rags that their parents brought them in automobiles; and still others brought theirs in small wagons. No student was razzed for having a bundle of rags, but several were for not having one.

A contest was held among homerooms to see who would have the greatest poundage of rags. The result was 4800 pounds placed in a designated lot on the school grounds from 7:45-8:30 a.m. All rags were hauled away within an hour's time after they were placed on the school grounds, and the project did not interfere with class sessions.

Defense stamps are to be awarded to the winning homeroom. Net proceeds will probably be used for the Red Cross, Salvation Army, or in the purchase of a defense bond.

Similar defense activities are being planned for the future.

Our country's welfare is our first concern, and who promotes that best, best proves his duty.—*Havard*.

Maquon's All-School Carnival

EARLY in the fall of each year the students of Maquon Community High School and Grade School, Maquon, Illinois, undertake the staging of an all-school carnival. Let me tell you about it.

Among the most outstanding purposes of the school carnival is that of making money through cooperative efforts. This money is used to help defray expenses of those activities which are not financially able to support themselves, and, also to make possible educational programs to which all may attend without cost.

The purposes of our carnival project are:

1. To develop social cooperation
2. To teach students to accept responsibility
3. To develop leadership
4. To give practical lifelike experiences
5. To allow for individual differences
6. To improve the school's public relations
7. To improve relationship between the grade school and the high school

After the staging of a carnival had been decided upon, an election was held at which a representative was selected from each class in the high school and one representative from the grade school, to act on a committee in charge of the carnival. Each group chose their own representative. These five members, with one faculty member, planned the entire affair. Suggestions offered to this committee by students, patrons, and faculty members were discussed in the hope of making the carnival better than the one of the preceding year.

When final plans were completed for the activities to be included in the carnival, a list was posted, upon which the students signed their names in connection with those activities with which they wanted to help. Later, this list was received by the committee, and rearrangements were made where they seemed necessary. The committee always tried to have an upper class member work with an under classman in order that the latter might profit from the older student's past experience. Faculty members were appointed by the committee to supervise those activities that needed help.

Among the main problems of the committee was planning the program in order to accommodate the large crowd that attended, with as little confusion as possible. They mapped out the entire building, and placed the activities in those rooms which they thought would accommodate the public to the best advantage.

Attempts have been made to make the carnival as systematic as possible. This has been done by keeping records from year to

KEITH PARRY

*Maquon Community High School
Maquon, Illinois*

year, in order that the less popular activities might be dropped and new activities added where it seemed necessary. It was found that this not only paid financially, but also improved the caliber of the entertainment. Another finding of the records was that too many shows and concessions spoiled the carnival. In other words, the public desired fewer things well done than many shows poorly done. This part was not only valuable to the success of the carnival, but was a good lesson for the students to learn in relation to their own personal work.

The role of the teacher in such an activity was one of guidance. Pupils were taught, from the beginning, that the carnival was theirs, and the success of it depended solely upon the cooperation of the group and not upon a limited few. Certainly, there is no other activity in school which required the cooperation of so many people as the carnival. When the students learned that they as individuals were working for their own good, the good of the group, and the social approval of the community, as well as for financial success, they worked still harder to make a better program.

The role of the community in a carnival is very important. Some of the shows were staged by prominent townspeople. A style show was presented by several of the outstanding men of the community, in which these men dressed in ladies' clothing and presented the latest fashions. Another group presented a short play, and the Mother's Club, in cooperation with a few of the high school girls served lunch.

The advertising for this project consisted of: newspaper articles written by various students, radio announcements, windshield stickers, posters prepared by students in a poster contest, signboards, handbills, personal invitation by post card, advance ticket sales, and advance performance of one show, that visited several neighboring high schools and elementary schools.

The ticket system was employed in this carnival to expedite the handling of finances. In this system tickets were sold to the patrons by various students located at tables throughout the building. These tickets were then used as passes to attend the various concessions and show. It was found that the shows and the concessions paid better and that they were

easier to handle if the admission charged for them was either five or ten cents.

These tickets which were sold for admission were valuable to the committee in many ways. First, the money taken in at the entire carnival was located in three or four places. Second, the tickets served as a check on the attendance at each performance. Third, the tickets had a serial number, and these serial numbers were checked with the amount of money taken in, and any shortage was easily traced because it was known what serial numbers each student had.

Such a set up as was used is not necessarily the best, but it gave many students actual experience in handling money and making the change for the public. This experience is not given in our school in any other way than through the various extra-curricular activity gate receipts.

The gross receipts for the carnival for each of the past five years were: \$144; \$176; \$222; \$250; and \$274 respectively. In 1941 the total attendance was 418, thus, the last figure represented an average of 65 cents plus for each individual present.

It is believed by the writer that more values were realized from the carnivals than the financial profits which they showed. Schools are run by society for the benefit of the boys and girls who attend them. Therefore, it is these students who should benefit from such a venture.

Let us look for the valuable experiences which these students gained through participation in a large cooperative affair such as this. First, it brought a closer relationship between the pupils of the school and the community. This was accomplished through plays and programs in which both townspeople and students participated. Second, it gave some students actual life experience in making change and handling money for the public. Third, it developed a sense of responsibility on all of the various chairmen and money changers. Fourth, it developed a wholesome attitude of cooperation, for it engaged pupil, teacher, and community. Fifth, it developed a better public relations program by means of different types of advertising. Sixth, it allowed for individual differences and attitudes among the students in that the student selected the part that he wanted to perform. Therefore, this type of school activity has been of more value than that of raising the money. These latter values, since they are not tangible, are not as easily measured as the financial profits, therefore, they are too frequently overlooked by the public and by some teachers.

Our country, made under Washington, saved under Lincoln. It is ours to keep.—*Bolles.*

Parents Day in a Cumberland School

CHARLES CAMPBELL

Superintendent of Cumberland County Schools, Crossville, Tennessee

DURING the early part of the school year 1940-41, the faculty of the Cumberland Homestead School was called for a meeting. The purpose of this meeting was to promote better parent-teacher-child relationship. During the round table discussion which occurred in this meeting, the idea of Parents' Day was advanced. After some discussion, it was decided that this would be an excellent way to promote this relationship. The day was set, the pupils were told to remain at home, and letters were sent to the parents urging them to come to school on that day.

When the day arrived, the buses were run as usual but instead of hauling school children, they hauled the fathers and mothers. As soon as the parents arrived, they were assembled in the auditorium for chapel, announcements, and an explanation of the day's program. This gave us an opportunity to explain to the parents our revised school program and to urge on them the advisability of keeping their children in school every day possible.

All parents were urged to visit some time during the day the teacher, or teachers, in charge of their children. On their visit to the teacher, they were asked to discuss freely their children and see if there was any way in which they might help the teacher or the teacher might help them better to enable their children to do the best school work possible.

During the day some classes were held, and the parents were examined in much the same way as the children were. During the lunch hour the parents proceeded to the school lunch room and were given the same type of lunch as their children were given each day.

At the close of the school day, the parents again boarded the buses and rode home better acquainted with the school system and what it was attempting to do. The parents and teachers considered this day a highly successful one and all urged that it be done more often.

The next school year, 1941-42, a similar day was held with one addition to the plan. Each parent was asked to bring some piece of shrubbery, and in the afternoon this shrubbery was transplanted on the school ground. A much improved campus resulted.

We feel that Parents' Day is one of the best ways to promote better understanding between teachers and parents and do not hesitate to recommend it for all schools.

English Teachers Hold a Tournament

NATIONAL Poetry Week comes in May. Why not celebrate it with a tournament?

Let entry in that project be the goal of the creatively inclined pupils in your school. Nothing can give boys and girls of fine sensibilities more satisfaction than the recognition of their poetic ability.

Can it be done, you ask? And if so, how? For the past four years the public schools of Canton, Ohio, have held a poetry tournament in connection with National Poetry Week. At this time approximately sixty young poets have come together to read poems of their own composing.

Of course the tournament must be carefully planned. For the boy or girl the rules are simple. He submits to his English teacher an original poem of no more than twenty lines written within the current school year. This poem will then be considered among all the entries from which a designated number will be chosen as finalists from that particular school.

How shall we motivate the writing of the poem? No set rules are established for the whole school system, but each English teacher is permitted to handle any phase of poetry writing as she wishes. Some teachers make poetry writing a part of the unit of poetry study. We need not presume that all pupils are equally anxious to create. Neither are all of them eager to solve geometry problems. But if the English teacher is not too dogmatic about the results and tries to find some word of praise for even the lowliest jingle, a surprising amount of satisfaction will be evident on the faces of even the most unpoetic. Other teachers prefer to make poetic composition entirely a voluntary experience and give particular attention to the gifted child. Both of these methods have produced results.

Less simple, however, is the work of the teachers who plan the poetry tournament. An English teacher from each high school and from the seventh and the eighth grades form the executive committee. They settle such items as time, place, prizes, newspaper and radio publicity, selection of judges, and pre-tournament eliminations.

The publicity takes two forms—newspaper and radio. The former will run three articles; the first, an announcement of the tournament with the rules given; the second, a list of all the finalists and the names of the schools which they represent; the last, an announcement of winners. The local radio has always cooperated by giving a fifteen minute broadcasting period, at which time the winners read their poems over the air.

Two judges are chosen from the local poet-

ESTHER G. SMITH

*English Teacher, Lehman High School
Canton, Ohio*

ry society to represent the outside of school contact, while the third judge is an English teacher. The poems unsigned are handed to the judges a week in advance. They are all judged on the basis of emotion, imagination, figures of speech, originality, sense of rhythm, and unity of thought.

The entries, of course, must be limited, and in our set-up the number is sixty. The number of entries for each school is determined by the pupil enrollment. Thus a school of 1000 students is entitled to twelve entries. This number can be adjusted to the size of the school system and size of the town.

Since there were so many pupils anxious to compete in the tournament, for the past two years it has been held on two different afternoons. Thirty contestants from the seventh, ninth and eleventh grades appear the first day to read their own poems before their fellow writers, and an equal number of entries from the eighth, tenth, and twelfth grades appear the next afternoon. Judges make their awards at the close of each program.

All those connected with the poetry tournament have been amazed by the wide range of subjects, the seriousness of thought, and the eager interest of these youthful poets.

Proof of the popularity of the project with pupils has been the publication of three anthologies of student poems published by two different schools in the past three years. These anthologies have presented another opportunity for the creative student, for they have been illustrated by members of the art departments.

Any poetry tournament that will lead to the creation of such poems as the one printed below is, in the opinion of English teachers, a success. Note the lyric simplicity of the following nature poem written by a junior girl of last year:

I was standing alone on the hillside,
The black trees around me rose,
While the moon and the branches above me
Cast a pattern beneath on the snows.

A branch snapped somewhere below me
Then all was so cold and still,
That eternity seemed just that moment
And the whole world seemed that hill.

And the world was waiting for something—
Maybe new life and rebirth,
Or maybe the next million years
To add to the age of the earth.

A poetry tournament is a challenge to the ingenuity of English teachers and to the creative impulses of the students in our schools. Too often in this scientific and vocational minded age, the elements of beauty in the world, as seen through the poet's eyes are overlooked. Let us make the writing of poetry a pleasant, creative experience.

A State Program for Athletic Officials

LEE K. ANDERSON

Secretary, Oklahoma High School
Athletic Association, Oklahoma City, Okla.

IN 1929 we began holding clinics for our officials in both football and basketball. Later examinations were offered purely as a self-check for the officials. No grades were recorded.

A few years ago our Association adopted a compulsory registration regulation for all officials, requiring all who worked first team football, basketball, or wrestling contests to

be registered with the Association. Such officials are classed as registered officials until they earn sufficient points to achieve the rating of "approved" or "certified." They can earn a possible 32 points by a 95 per cent or better grade on their examination, as many as 8 points by attending rules meetings, and 50 possible points from the school representatives' evaluating the quality of service rendered by the officials during the games. Each school is asked to report on all officials used.

The tabulation of these reports, of course, requires a great deal of clerical work, but we feel it is worth it, as it does encourage officials to prepare themselves for their officiating responsibilities. I believe it is almost unanimously agreed by the coaches and school people in Oklahoma that game officials are rendering an improved quality of service as a result of the operation of this system of registration and classifying of officials.

The examination itself is a true and false type, including 100 questions on the boys rules' and 50 on the girls' rules. It has not been the intention to include any trick questions, but to try to cover technical points that would arise in any basketball game. Such an examination is not at all comprehensive, but it does give a reasonable indication as to the officials' knowledge of the rules that he is charged with the responsibility of enforcing during a game.

What do you want in a play?

BACK TO THE FARM has everything---

strong appeal for schools

fascinating plot and clever lines

abundance of both humor and pathos

attractive parts for all the cast

easy costumes and settings

no royalty charge

copies at nominal cost

Hundreds of high schools of America will produce **BACK TO THE FARM** this year. Be first in your section.

Price 25c per copy, eleven copies for \$2.50. Order now.

School Activities Publishing Company

TOPEKA, KANSAS

Will Student Forums Grow?

ENDLESS succession of educational fads has led some teachers to expect chaos and has driven others into the hard shell of tradition. But, fortunately, not all innovations are fads. Some represent the modern adaptations of principles and methods which recur throughout man's institutional experience. It is now well established that the adult forum movement belongs with this select group. Does the high school forum belong, too? Or is it destined to remain a feeble experiment? Will student forums grow?

The participation of young people in public discussion programs has increased remarkably in recent years. This is apparent to the radio listener, for school-sponsored programs now appear frequently over local stations and national networks. Through student councils, Boys' Week programs, debate, forensic contests, new-type commencement programs, appearances before local organizations, etc., the school student meets his community and talks about its problems. The success of the adult forum movement has inspired many schools throughout the country to organize forums for high school students.

In September, 1939, such a forum was organized for the first time in the Antigo Senior High School to replace the traditional interscholastic debating activities. This article is written in the light of experiences with this organization during the past year. At the same time, an attempt is being made to envision more clearly the possibilities and limitations of the whole student forum movement.

It is necessary to understand the reasons for the existence of the student forum as an independent activity. Dr. Paul H. Sheats, of the University of Wisconsin, has stated very clearly a difference between a *forum program* and the use of *forum procedures* in the classroom. "One of the major differences is that the discussion method as employed in the classroom serves primarily to further student understanding of the defined subject matter in the course of study, while the same method used in the forum program is concentrated upon the current social, political and economic issues which cut across the structure of the curriculum." The forum organization will likewise be accepted by students as much less formal than the classroom. It provides splendid opportunities for training in thinking, discussion methods, and parliamentary procedures.

The student forum may and should be correlated with the social studies curriculum of the school. During the past year at least two of the discussion groups included in the An-

C. J. NUESSE

Antigo High School, Antigo, Wisconsin

tigo High School Student Forum were organized as a result of class study. Students who are more capable than the average and who are intellectually curious will find forums interesting if they are encouraged to join them. The teacher of the social studies is the logical person to offer this encouragement. If possible, teachers of the social studies should act as faculty advisers to the organization.

Should the student forum replace the debate contest? My answer to this question is equivocal. I think it should, but I am not sure. No one appreciates more fully than I the advantages of debate work to the individuals who participate. The training which a debater receives in analysis and presentation is probably not paralleled in any other department of school instruction. It is possible, too, to arouse a certain amount of enthusiasm about debate.

A few years ago an article of mine appeared in the *Journal* under the title, "Debating is Alive in Antigo." It described the Junior-Senior Debate tradition, which is still being maintained. Antigo teams have been reasonably successful in contests sponsored by the Wisconsin High School Forensic Association. Interest in debate has probably been above the average in comparable cities. Yet, when interscholastic debate was dropped during the last school term there was surprisingly little complaint. Even some of the debaters favored the change when their opinions were asked.

It is possible, of course, to sponsor both a student forum and a debate team if faculty time is available. But if a choice must be made between the two, the student forum has several advantages. First, it is much less artificial than debating. Forum discussions grow out of live topics which have come within student experiences. The discussion method is informal and natural. What is more, it aims at reaching truth and not at winning contests. Second, forensic activity within the school can be correlated more satisfactorily with interscholastic activities, if an interscholastic discussion program is maintained. A genuine force of student opinion can be recognized in an informal discussion, and its impact will be felt in all the participating schools after the meeting. Third, opportunities for participation

¹Paul H. Sheats, "Youth Forums in High Schools," Bulletin of the University of Wisconsin.

can usually be offered to a greater number and a greater variety of students through a discussion program than through the traditional debating program. Likewise, these students are less dependent upon a coach than are debaters. Fourth, a closer relationship with the community can be established through the use of information from the community, the study of local problems, the appearance of local speakers, and the provision of programs for community organizations.

The plan of organization adopted by the Antigo High School Student Forum was simple and reasonably successful. Thirty students were active members of the group and met together once a week. These meetings were arranged in monthly cycles. The first meeting of the month was devoted to forum business (organizing, drafting a constitution and by-laws, planning programs and excursions, raising money, etc.). At the second meeting each month, a speaker was secured to address the group on a pertinent topic, and all members of the high school were invited to attend and to participate in the question period following the address. The meeting during the third week of each month was used by the faculty director to give instruction in discussion methods, speech training, etc. A student program was presented at the last meeting each month. This program was criticized by the faculty director in the light of previous instruction.

In addition to his membership in the Student Forum, each student worked on a topic of interest to him in a subsidiary discussion group. These groups also met weekly, so that each Forum member spent two activity periods per week in Forum activities. Members were privileged to change topics or groups at the end of each nine-week period. Topics which were chosen for study by these groups included Youth Employment Opportunities, Education, International Relations, Safety, Unemployment, and Propaganda. There were four groups working regularly during the school term, each with a student chairman and a reporter. A faculty member acted as adviser to each group. Each group presented two programs for the entire Forum.

During the year, some of these groups appeared very satisfactorily before local organizations, using both the symposium and panel types of presentation. Interscholastic meetings did not materialize, to our disappointment, but should become possible during the next school term, as more schools adopt this kind of activity. A school assembly program was presented by the Forum. Another year, our public address system may be used to advantage in giving variety to our types of discussion. It is hoped, too, that Antigo students may present radio programs over near-by stations as some other schools have done. The great

variety of activities possible through the student forum plan should be apparent from those few examples.

A few social activities were sponsored by the Forum last year, including a school dance, a year's-end banquet, and an excursion to Madison.

Naturally there are certain problems which are peculiar to the student forum organization. The answer to the title question depends upon the successful solution of these problems. I can only state them briefly.

First, and most important, is the problem of selecting topics which are vital and significant for students. It is the task of the faculty director to develop techniques for discovering student interests and deepening them. My experience during the past year has shown clearly that while this is the most important task, it is not a particularly difficult one.

Second, the forum must provide for training in both analysis and presentation. It is the latter which is most likely to be neglected, just as the frequent abuse of debate was the emphasis upon empty delivery. The exact techniques for finding a balance will have to be developed by teachers willing to experiment with forums.

Interscholastic meetings present a third challenge. Much of the contest element is removed from a discussion in which representatives from two or more schools seek to analyze a problem or develop a solution. That is all to the good. If the topic for discussion is vital, there should be no difficulty in arousing interest. A variety of discussion methods should be used. These interscholastic meetings provide opportunity for socializing experiences. They may replace debate satisfactorily and may even surpass it in attendance and interest.

Then there is the problem of awards and incentives. The desire for recognition is strong among high school students accustomed to letters, badges, medals and certificates. Sometimes this desire needs to be controlled. Fortunately, the type of student who participates in the forum does not usually possess a strong affection for externals. He is more likely to recognize the abiding values in his activities. Nevertheless, this problem is one that needs thinking about.

Finally, the optimum development of the student forum will be obtained only through the cooperation of many agencies. Schools will need assistance. The United States Office of Education, the Extension Division of the University of Wisconsin, and some private organizations have already given attention to the development of student forums. Some of their most worth-while publications are listed at the conclusion of this article. Their chief means of assistance will be the publication of

(Continued on page 289)

Guidance in the Small High School

IN DEVELOPING the organization for a guidance program for this size of school, where ordinarily there would be no person whose only duty is that of counseling, it is suggested that the principal be the director at large, with the program as a whole under his direction.

Before the principal attempts to set up an effective organization, he should explain at length his purpose, and detail the work that each teacher will be expected to do. This is absolutely necessary if the program is to function effectively. Too many instances are on record of where the guidance program did a quick "flop" because of lack of cooperation on the part of teachers, and a failure on the part of those teachers to understand just what their duties under the program were.

The average teacher feels sufficiently burdened with her present duties. That teacher should be led to realize that possibly it would not be an addition to the work he, or she, already has, but rather a re-grouping or a new and better way of doing the same work.

At the same time, it should be recognized that not all teachers are capable of being good counselors. This then being true, in so far as possible, the principal should look for good counseling qualities in a teacher before that teacher is hired.

In setting up his program then, the principal should: explain the guidance program to his staff; be sure each teacher understands the part he or she is to play; organize a committee from among the faculty to aid in the detail work of the program; provide pertinent information and literature to counselors; make of himself an inspiration to each of his teachers and a confident of each boy and girl in school.

Then after the principal has organized his committee, that committee should function in the following rather broad ways: to develop and stimulate interest in program among pupils, teachers, and public; to contact outside agencies to work with school; and to work directly with principal in making the plan effective.

After the committee is functioning freely, the three most generally accepted methods of guidance: counseling, homeroom guidance, and group guidance—should each be studied with the idea in mind of accepting for use either, or any combination, of the above most applicable to the given situation.

Of course the duties of the counselor include the study of personnel records, individual counseling, group guidance, and in so far as possible, a general beneficent effect upon

YATES W. HAVNAER
Conover High School
Conover, North Carolina

those with whom contact is made. Smith and Roos in their book "A Guide to Guidance" state that "To those who are lonely, and that means to most human beings, the counselor has given a great gift if he inspires them to go and find a real friend and then to be one."

They continue by saying that "Imagination and kindness are the greatest needs of the counselor when he is dealing with the individuals dominated by a sense of insecurity. Loneliness and insecurity are two great contributors towards emotional starvation. The counselor who helps students meet and defeat these two heralds of misery has functioned effectively in one very important sphere of counseling opportunity."

"We are a part of all those we meet." If that be true, then all the more reason for the counselor to be a very wholesome type of person and one each pupil may be encouraged to contact as often as possible.

Guidance is generally centered chiefly in the homeroom. According to McKown, the purposes of the homeroom are:

1. "To develop desirable pupil-teacher relationships.
2. To assist in the guidance of pupils.
3. To develop desirable habits and ideals, personal, and civic.
4. To expediate the handling of administrative routine educatively."

Spears in his book, "Secondary Education in American Life," states the advantage of the homeroom in guidance as follows: "Standing strategically between pupil and teacher, pupil and administration, teacher and parent, pupil and pupil, pupil and curriculum, and pupil and activity, the homeroom teacher holds a position of unusual significance." He speaks of the homeroom as a "Miniature democracy within itself." It is generally agreed that the two essentials of cooperation and loyalty are more easily established here than elsewhere in the school. According to Spears again, "The success of the homeroom as a guidance factor, as in any other department, depends upon a well organized program having the pupil as the center."

Setting up a workable plan for guidance within the individual homeroom must, because of many varying factors, depend largely upon the ingenuity, resourcefulness, and devotion of the homeroom teacher. In this connection Spears says "Real guidance begins with the teacher. It is rather ludicrous to

conceive the teacher's role as a dual one, in which he rushes into a classroom to "administer learning" and back into the homeroom or conference room to "administer guidance." "No guidance program can be judged by its form of organization set out on paper. It is safe to say that the success of any program that proposes to consider pupils as individual personalities depends in the final analysis upon the active participation of the teacher. While the role of various officials in the guidance program will vary noticeably from one institution to another, the role of the teacher should be one relatively constant. Skill in getting along with students, coming out of a sympathetic insight into their needs and behavior, once it is demanded of every teacher who holds a position in school, will assure a good guidance program regardless of its specific features of organization."

Generalizing then, some of the fundamentals of the homeroom are:

It should form the hub of the wheel from which radiate all student activities. It must be organized to fit local needs. Hamrin and Erickson call it the "Family Hour" at school. It should provide stimulation to all students, through intimate, personal contacts between pupils and teacher.

Knowing that the average teacher is not too well qualified as a counselor, teachers should be encouraged to further training in this line of work and to learn more of current practices in the field. No definite period of the day for the homeroom period works best in all situations. The amount of time also varies greatly in different schools. It is best, though, not to use time to the extent of letting the program drag. Authorities are in disagreement as to the day of the week best suited for the program of formal guidance. Of course every day is to be a guidance day however and whenever possible. In any event the number of pupils any teacher should have in her or his homeroom, if the best guidance results are to be obtained, should be kept as low as possible.

The guidance program should not be set up on an authoritarian plan; it should allow for changes. It should be as democratic as possible and provide for as wide participation on the part of students as possible. The development of an effective guidance program in a school is a cooperative task of pupils, parents, citizens of the community, teachers, specialists, and administrators.

Hamrin and Erickson in their "Guidance in the Secondary School" make the following statement about group guidance:

"By studying the individual and his reactions in group situations is a good means of getting an insight into the true nature of the individual." There are, according to these authorities, three types of situations which

may arise with groups of pupils in the homeroom: the situation where the pupils just sit and study; where they buy a book and follow it; and where they select, develop, and improve.

In an unpublished Doctor of Philosophy dissertation written by Clifford E. Erickson, and entitled "The Homerooms in Selected Secondary Schools," thirty group guidance activities are listed as being worthy of note. Some of them are as follows:

1. Explaining regulations of the school.
2. Discussing study habits with students.
3. Explaining purposes of the homeroom.
4. Discussing vocational choices with the students.
5. Disciplinary problems.
6. Personality traits.
7. Code of ethics.
8. The question of personal appearance.
9. Health problems.
10. Discussion of community citizenship.
11. Problems of thrift.
12. Leisure time interests.
13. Leisure time reading.
14. Specific vocations.
15. Showing vocational films.

In each homeroom, if the teacher and pupils will work together, the best type of program for that room and the individuals in it will be arrived at. It is a question which can not be dictatorially settled, and only where care, patience, and hard work go hand in hand with a sincere desire to accomplish pupil good, will success result.

THE CHANGING HIGH SCHOOL

Reports from all parts of the country indicate that high schools are on the move. They are endeavoring to reshape their curricula to fit the needs of young people. The modern high school is no longer saying stiffly to its students: "Here is our program. What will you take?" The newer attitude is expressed in a sincere desire on the part of the school to ascertain what preparation the student is going to require and then to try to see that he gets it. The revised curricula may and probably will contain elements that are prescribed for all and a variety of courses aimed at the development of special talents and employable skills.

Resistance to all this may be expected from some teachers who are definitely subject-minded or who fear lest their own courses be set aside. It will be unfortunate indeed if teachers whose duty it is to fit youth to meet changing conditions are themselves unable to change. There is little danger that any major subject taught during the past decade will be eliminated. The trend is toward better co-ordination, better balance, fresh emphases, and the inclusion of matters hitherto neglected.—*The Journal of Education*.

News Notes and Comments

The Educational Committee of the League of Nations Association is announcing its annual student contest, to be held throughout the country in the public high schools on March 27, 1942. A trip to South America next summer will be the award given to the winner of first place in the national contest.

Those schools wishing to participate may learn of the procedure from Mrs. Thomas at the National Headquarters, 8 West 40th Street, New York City.

Practices on Religious Education Reported

Present practices in releasing children from public schools during school hours for weekday religious education are reviewed by the U. S. Office of Education in a new publication, *Weekday Classes in Religious Education*. Copies are available from the Superintendent of Documents, Washington, D. C., for 10 cents per copy (25 per cent discount on orders of 100 or more sent to one address).

On the recommendation of the student council, the Chatfield, Ohio, schools continued in session during the recent holiday vacation, closing the schools only for the week-end following Christmas and New Year's Day. The students registered their decision against a vacation on the basis that "since there was nothing else to do, they might as well be learning." The slogan "Let's learn, not loaf" was the keynote of their effort to keep classes in session. Teachers agreed to put student interest in school ahead of personal interest, and there was school as usual during the vacation, with the exception of the three days.

—Ohio Schools

Sex Separation

"Mexico's decision to abandon coeducation and establish a completely different program of study for girls revolves around the same question that is often debated by educators in the United States. . . . Under the new system, boys and girls will start out together in the kindergarten but after the third grade they will go to school in different buildings, will be taught different subjects and the girls will have only women teachers and the boys only men."—(Albuquerque, N. M. Journal).

National Thespian Drama Tournament Awards, Season of 1942

In accordance with its policy of promoting higher standards in the choice of plays and in the techniques of acting and play production

in the secondary schools, the National Thespian Dramatic Honor Society for High Schools announces the following awards for the 1942 tournament season:

Certificates of Excellence. Attractive Certificates of Excellence in Dramatics will be awarded to schools receiving first-place honors or Superior Rating in the finals of state-wide or inter-state tournaments. Certificates will also be awarded to schools receiving similar honors in district and regional tournaments when such events are not part of a state-wide tournament.

Complimentary Subscriptions. A one year complimentary subscription for THE HIGH SCHOOL THESPIAN, beginning with the October, 1942, issue, will also be awarded to schools receiving first-place honors or Superior Rating in the finals of state-wide or inter-state tournaments. (Winners of district and regional tournaments are not included.)

Directory of Drama Festivals and Contests. Schools receiving first-place honors or Superior Rating in the finals of state-wide or inter-state tournaments will also be awarded a copy of the 1941 DIRECTORY OF DRAMA FESTIVALS AND CONTESTS. This DIRECTORY will also be awarded to schools receiving similar honors in district and regional tournaments when such events are not part of a state-wide tournament.

These awards will be mailed directly to the schools entitled to receive them immediately upon notification from the Tournament Director. Inquiries should be addressed to The National Thespian Society, College Hill Station, Cincinnati, Ohio.

The Arpeggio is a monthly newspaper issued monthly by the Music Department of the Sam Houston State Teachers College, Huntsville, Texas.

The National Defense Program will drastically limit supplies and equipment for use in athletic programs for the coming school year. Discarded clothing, balls, and other items commonly replaced each season will need to be reconditioned and put back into use. Now is the time to give thought to such matters.

The flag is unfurled. It has taken a national emergency to remind us of privileges which are still ours and of the need for each man to devote some of his time and attention to preserving the will to be free. An athletic contest is a cauldron in which the ingredients

of national strength can be distilled. In the development of the individual, no amount of theory and advice can take the place of the actual functioning of muscles, emotions and reasons. Athletics are not the only means of developing strong men and women—but they are one factor in such development. The nation's welfare will be best promoted by extending their benefits to constantly increasing numbers and by engendering an appreciation of the privileges and responsibilities of an individual endowed with the right to freely play and work and live.—*From National Federation Press.*

High-School Methods with Superior Students is the title of a recent bulletin of the National Education Association.

Education Without Football

In December 1939 the University of Chicago abolished inter-collegiate football and withdrew its team from the inter-collegiate conference, the Big Ten. "The Game" said President Robert M. Hutchins, "has come to assume outrageous proportions in the minds of the people and to make outrageous demands on the time, energy, and attitude of Universities and their students."

Mobile Students Collect Car Tags

The Yo Tappa Kees Club, a group of advanced members of the commercial department of the Murphy High School, Mobile, recently sponsored a picture show at one of the Mobile theatres, admission to which was paid with two automobile tags or ten old razor blades. Approximately 2,600 admissions were recorded.—*Alabama School Journal.*

Recreation Flying Squadron

Perley Ayer, the rural extension specialist in New Hampshire has trained a group of young people to lead recreation activities for the benefit of their own and other organizations.

An illustrated reprint entitled "How to Use the Library" is obtainable from the Quarrie Corporation, publishers of THE WORLD BOOK ENCYCLOPEDIA, Single copy free. Address the Quarrie Corporation, 35 East Wacker Drive, Chicago.

Some Schools Totalitarian

I believe that active participation in democracy should not be deferred beyond the high school years. I believe it should come much earlier than the high school years and that there should be a progressive increase in the amount of active participation by pupils.

If boys and girls are to be good citizens in

a democracy they should receive some training through experience in the practice and responsibility of democratic action. We are too much inclined to teach about democracy in courses in problems of democracy and too little inclined to teach democracy by providing opportunities for pupil participation in democratic procedures. Courses in problems of democracy are valuable but they are remote and abstract.

One serious charge that might be brought up against secondary education in the United States is that the set-up and control of the secondary school, so far as the pupils are concerned, is totalitarian.—*William C. McGinnis in the Journal of Education.*

In the Name of Charity

The present era is characterized by two tendencies. The first is the tendency to justify the promotion of any activity by relating it to the problem of national defense. The second tendency, as far as athletic contests are concerned, is to justify the promotion of more and more contests in the name of charity. Promoters are wise enough to know that it is difficult for any one to object to contests which are promoted in the name of either. In the one case, the objector is unpatriotic and in these times that is a stigma with which few care to gamble. In the other case, he is uncharitable and hard hearted. The result is that many crimes against the educational system are camouflaged by a cloak of false purity. The age old fallacy is again dusted off. The end is worthy, therefore, the means is justified.—*From National Federation Bulletin.*

War-Torn England Finds BoyscluBs Vital

The importance of BoycluBs in wartime today is being illustrated in England. Despite bombings, blackouts, and other tragedies, the number of BoyscluBs built in the last year has been steadily on the increase. Many Clubs, closed during the first panic-stricken months of the war, are today reopened while new ones are being built with money provided by the government.

A safeguard against juvenile delinquency, new Clubs built today under the Home Secur-

SCHOOL MAGAZINES with all special and short-time offers. Free catalog to schools and teachers. Send 6c for first-class postage.

Free  **Agents wanted everywhere to sell all magazines. Liberal commissions! Ask for information. Dept SA.**

DELONG SUB. AGY. LAFAYETTE, IND.

ity Ruling are to give young boys a place in which to spend their leisure daytime hours and are to serve as shelters, the London Civil Defense points out; thus they are "removing from ordinary public shelters just that class—the adolescent—for whom life under war conditions offers great dangers."

More than half the crimes in England during the first year of the war were committed by young boys, a survey revealed. During that time the number of children under fourteen convicted of offenses was forty-one per cent higher than in the previous year; the increase in the age group of fourteen to seventeen was given as twenty-two per cent. Excitement, unsettled conditions, lack of supervision by parents busy with war efforts, and the closing of many Clubs during the early part of the war were some of the reasons advanced for the great increase in delinquency.

Authorities decided that the problem could be met by providing boys with some place to go and something to do in their leisure time. Boyclubs in England today are equipped to take care of boys twenty-four hours a day.

Sir Hubert Llewellyn Smith, Chairman of the Executive Council of the National Association of Boys' Clubs in England, said recently: "Gradually, if slowly, the idea has

begun to penetrate the public conscience that the Boys' Club Movement is not a peacetime luxury which can be discarded in time of need, but is vitally concerned with the well being of the age group which constitutes the first line of the nation's reserve of manhood."

The National Association of Boys' Clubs in England is headed by Henry, Duke of Gloucester.—*Youth Leaders Digest*.

Music Educators National Conference Meets at Milwaukee, March 27-April 2

"Marking the thirty-fifth year of the Music Educators National Conference, the biennial meeting at Milwaukee, March 27 to April 2, not only represents the large strides taken by the school music program in general, but graphically illustrates the broad potentialities open to music education in the present emergency," says Fowler Smith, president of the Conference.

The Milwaukee Auditorium will house most of the week's events, major features of which focus on American music and education in American democracy.

Further information may be obtained from Conference Headquarters, 64 East Jackson Boulevard, Chicago.



In Our
22nd
Year!

Write for COMPLETE PRICE LIST showing the cost of every kind and size of cut from 1 to 100 square inches. Every cut guaranteed to be first class and satisfactory. We make drawings and mats. Write for price list on mats.



SCHOOL CUTS

SINGLE COLUMN CUTS

(RECTANGULAR HALFTONES AND ZINC ETCHINGS)

ZINC HALFTONES 60, 85, 100 SCREEN		ZINC ETCHINGS PLAIN OR BEN DAY		COPPER HALFTONES 120 OR 133 SCREEN
UNMOUNTED	MOUNTED	UNMOUNTED	MOUNTED	
75¢	85¢	85¢	95¢	\$2.40
FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 7 SQUARE INCHES	FOR 1 TO 6 SQUARE INCHES	FOR 1 TO 6 SQUARE INCHES

OTHER SIZES AT PROPORTIONATE RATES

A FEW ARE
LISTED BELOW

TEN-SQUARE-INCH CUTS				
\$1.00	\$1.20	\$1.10	\$1.50	\$3.50
TWENTY-SQUARE-INCH CUTS				
\$2.00	\$2.10	\$2.20	\$2.60	\$5.00
FIFTY-SQUARE-INCH CUTS				
\$4.33	\$4.35	\$4.95	\$5.05	8.50
ONE HUNDRED-SQUARE INCH CUTS				
\$6.70	\$6.75	\$7.35	\$7.40	\$13.00

Harper Standard Engraving Co.

1615 ROYAL ST. . . . PHONE 7-5585
P.O. BOX 1016 . . . DALLAS, TEX.

Questions from the Floor

BY THE EDITOR

● *Is it justifiable for high schools to set higher eligibility standards for participants in intra-scholastic athletics contests than are set by the State Athletic Association?—W. V. Hill, Bell City, Missouri.*

We can see no justification whatever for such a policy. One of the basic ideals of intra-scholastic competition is to provide opportunities for all, irrespective of academic achievement, and, quite obviously, an eligibility requirement would vitiate this.

We favor strict academic eligibility requirements for interscholastic competition of all types—athletics, music, dramatics, debate, or anything else, but we would have all intra-scholastic competitions open to any student in the school, "irrespective of color, race, creed, previous condition of servitude," academic excellence or the opposite, mental fitness or lack of it, or anything else—yes, even inability to play the game itself.

The only possible restriction would be on the basis of his physical fitness to engage in the sport healthfully.

● *How can we get a representative student council of few enough members in a high school of 1,000 students, with 35 home rooms?—Merle Burke, Ottawa, Illinois.*

The answer to this question depends, in a large measure, upon your definition or conception of "few enough members." Admittedly a council of 10 or 15 members may be more easily handled than one of 35 or 40. However, we have seen functioning councils of 100 members—and we have seen non-functioning councils of eight or ten.

In large schools, two plans are usually followed in council organization. The first plan provides for two "houses," often called the "senate" and the "house of representatives." The obligations and responsibilities of each group are worked out and set forth in the school's constitution. The second plan provides for a larger body, often called the "assembly," and a smaller group—usually elected by the "assembly"—which acts as a sort of executive council or committee. This smaller group is largely responsible for the council's program. Both of these types of organization provide student-felt representation. And there are other variations. Of the two described, the two-house type is the more cumbersome.

We have always maintained that even in a small council, student committees—composed of chairmen from the council and additional members selected from the school at large—make for felt representation and also

for adequate and profitable capitalization of worthy abilities about the school.

In your case of some 35 council members, the organization of a council-plus-executive-committee arrangement might work out well; but, frankly, we believe that a council of 35 members is not too large. How the council is organized—officers, committees, etc.—is more important than the size of its membership.

● *The present war emergency has caused the cancellation of trips, banquets, parties, purchase of pictures and jewelry, and other similar group activities. Sometimes the money for these affairs has been raised and saved over a period of two or three years. What should be done with this money?—This question has been raised frequently during the past two or three months.*

Probably all teachers and students have heard the two answers: (1) divide the money up among the students who raised it or who are most interested in it, and (2) provide something worth while—books, equipment, scholarships, prizes, etc.—for the school.

We'll vote as would nearly all teachers and many of the students themselves, for the second answer. However, in fairness to all the students directly interested, the final vote for such a use should be practically unanimous—a mere "majority" is not enough. And the way to obtain this practical unanimity is by means of unhurried discussion ending in a clear statement and evaluation of each and every argument for and against.

The usual argument, "We raised it and therefore it is ours," may be true on the face of it, and it carries some weight. An old adage is pertinent: "Not only is he idle who does nothing, but also he who might be better employed." A modern version is just as pertinent, "Not only is that money wasted which is squandered, but also that which might be better invested." A few dimes or quarters re-turned individually to each student—who would likely not have them or anything to show for them by the end of the week—would not be as profitable as a gift to the school of something really worth while. Moreover, such a plan might conceivably set a worthy precedent for other groups to follow.

● *It has been stated that the farce is rarely beneficial as a high school play, but would you advocate it as wise to present plays of a classical or highly instructional nature in a poorly equipped high school of small enroll-*

ment?—Ruth A. Jones, Millerstown, Pennsylvania.

You handicap us with your designations. The farce, which is the usual school "dramatic effort," staged for entertainment, belly-laughs, and admission fees, is one extreme, and the "plays of a classical and highly instructional nature" is the other. We'd favor something between these two.

It is true that students and their parents have been fed largely, through the movies, dramatics almost entirely of the entertainment type, and it is easy for them to look with disdain and without understanding on dramatics which have as their main purpose something more than amusement. At the same time it is well to remember that there are parents and school patrons in any community who expect something more from their school, and these, at least, would appreciate dramatics of a more educational nature.

But, a dramatic coach who expects to revolutionize dramatic standards in her community through the presentation of two or three creditable plays a year is surely optimistic, to say the least. The education of students is not a fast process, and the education of parents is a still slower one.

A load will be lifted from the enlightened dramatic teacher's shoulders when the admission fee is abolished—as it should be, and as it has been in some schools. Then her success will not be rated on the basis of "how much money did we make?"

In this connection it is well to give the coach two words of encouragement: (1) the size of her audience is not a good index of her success as a teacher, and (2) *anything* she does to raise the dramatic standards of her school and community represents progress.

● *Should interscholastic competition for girls be carried on in the junior high school? Even if it is all done through special rules and all coaching and officiating is done by women? There have been so many "do's" and don't's" regarding it.—Selma Lubliner, Bluefield, West Virginia.*

We assume that this question refers to competition in athletics. It has been a moot question for several years, and the final answer is not yet in sight.

In general, without going into the arguments for and against this policy, physical educators, and coaches, especially, appear to favor the "yes" side, but perhaps not too strongly. However, tradition raises its head, howls loudly, and is listened to, and a rather considerable proportion of the "no" arguments, irrespective of the way in which they are stated, represent, or are influenced by, tradition.

At the present time practice is definitely

away from interscholastic athletics for elementary and junior high school girls, and "about as before" (that is, to some extent in such games as hockey, tennis and golf) in both high school and college.

● *How can we encourage the timid and retiring type of student to participate in extra-curricular activities?—Florence Pennfeather, Racine, Wisconsin, and Robert T. Harper, Nashville, Tennessee.*

In exactly the same way in which we encourage the opposite type—by providing opportunities for him to explore and find himself. This apparently simple answer does not, of course, indicate the difficulties involved, but the theoretical procedure is the same for all students.

Nearly all students find themselves relatively easily. They "take to" football, debating, dramatics, music and other activities quickly. Irrespective of their abilities, often, they but have the requisite interest—the starting point. And this interest is readily shown and easily seen.

The retiring student undoubtedly has a corresponding interest; our task is to locate, and then capitalize it. There is probably no student who can be accurately classified as "lacking in interest in anything." Information concerning his interests may be gained from the answers to such questions as, What do you like to think about? Talk about? Day dream about? Read about? His friends and parents offer other sources of this information.

Even when this interest is discovered, the school, due to its program, may not be able to capitalize it properly. However, there is always a possibility of connecting it with outside contacts which can do this.

A word of caution may not be amiss. It is entirely possible that efforts expended on such a student may be wasted, relatively speaking. There is no more reason to expect all students to participate and be successful in the extra-curricular program than there is to expect all of them to be interested and successful in the curricular program. And to expend too much energy in attempting to help this student in athletics, music, assembly, council, publication, clubs or other activities is no more reasonable than expending too much energy to help him in Latin, algebra, or science. Those many students who are interested and who have some ability must not be neglected in favor of a few who apparently do not have these requisites.

● *To what extent is the traditional class day exercise with its history, will, prophecy, etc., still a part of high school commencement ac-*
(Continued on page 286)

How We Do It

C. E. ERICKSON, *Department Editor*

Twenty-Point Letter Award

A. HUNTLEY PARKER, JR., *Nunda Central School, Nunda, New York*

In response to the New York State Regents Department ruling of a few years ago, barring all girls interscholastic competition, the student council of Nunda Central School devised a plan by which the girls of our school would not lose interest in the affairs of the institution. This plan was originated primarily for the girls, but the idea took hold with such enthusiasm that it was an easy matter to revise it and make it applicable for both boys and girls.

The plan is so devised that a student must Award. Through this plan a boy or girl upon entering his or her freshman year can chart a course of extra-curricular activities and accumulate points for participation and honors so that by the end of the senior year he or she will have collected a total of 20 points or more and be entitled to the award.

The plan is so devised that a student must be active in three or more activities in order to accumulate the required number of points. Specialization in one or two fields over the four year period would fall short of the goal. It permits the students to receive a wide variety of contacts through which interests for leisure time can be created, and it offers the possibility of help to some pupils in choosing their life vocation.

The student in his senior year presents his credentials, which are certified by the faculty advisor in charge of the activity in which his points were earned, to the student council for final ratification. The council can either approve the award or, if for some reason the council does not feel that the person is worthy or that he has not been a good school citizen, can refuse to grant him the honor.

The award is a 6 inch chenille, orange colored shield with a 4-inch N in black imposed upon it. These are the school colors.

The awards are announced and presented to the deserving students on class night, during commencement week.

Here is the list of activities and their values, as outlined by the Student Council of Nunda Central School:

20-POINT LETTER AWARD SCHEDULE

Editor in Chief of School Paper, 5
President of Senior Class, 5
President of Student Council, 5
Manager of a Varsity Team, 5
Treasurer of Senior Class, 5
Treasurer of Junior Class, 3

First Membership on National Honor Society, 5

First Letter in Cheerleading, 5

Secretary of Senior Class, 4

President of Junior Class, 3

Business Manager of School Paper, 4

Art Editor of School Paper, 4

Sport Editor of School Paper, 4

Secretary of Student Council, 3

Participation in Plays Open to Public, 3

Secretary, or Treasurer of Junior Class, 2

Vice-President of Senior Class, 2

Member of Senior Class, 2

Member of School Paper Staff other than above, 1

Membership on National Honor Society in addition to first year, 2

President of Clubs (any club), 1

President, Secretary, or Treasurer of Freshmen Class, 1

Glee Club, 1 each year

Member of Varsity Squad (Non Letter Man), 1

Member of Varsity Squad (NonLetter Man), 1
Stage Manager and Assistants for public plays, 1

Library Club (each year), 1

Agriculture—Judging 3 contests in one year, 1

Agriculture—Judging more than three contests in one year, 2

Officer of Library Club (each year), 1

Madrigal Club (each year), 1

Advisor to recommend for service club (each year, 1

Vice-president of Junior Class, 1

Special Awards may be made by the Council up to 5 points for any student deserving

Points for athletics:

Sports	1 year	2 year	3 year	4 year
3	6	2	2	1
2	4	1	1	1
1	3	1	1	1

All awards to be ratified by Student Council.

Liberty Bowmen

ANGELYN BUTTERFIELD, *Liberty High School, Bethlehem, Pennsylvania*

Since 1935, archery has gained great popularity among adults and children in our city. The improvement in the skill of pupils has been especially remarkable. Two of them after one year of practice entered the state tournament and became Pennsylvania champions in the junior boy's and girl's divisions.

This year the winning boy and girl entered high school. Within a month they had aroused

such interest in archery among the students that the principal granted their request that an archery club be organized. A teacher who was interested in archery was invited to be sponsor of the group. Thirty-three pupils attended the first meeting. Officers were elected according to regular parliamentary rules. A committee was chosen to write up a constitution; another was appointed to arrange for talks by local archery experts; a third was to find out when and where practices could be held; and a fourth was instructed to procure targets and stands. Pupils were told that they would have to buy their own bows, arrows, quivers and protective equipment, since the club had no financial backing from the school.

A week later a well written constitution was adopted. A speaker told the group what equipment they would need, how much it would cost, and how to buy it. Other talks during the year dealt with the history of archery, the importance of care on the shooting field to prevent accidents, and the art of making one's own equipment. Later the experienced archers helped the beginners buy equipment at the local stores, and practice was begun.

During the winter the club entered teams in several tournaments in competition with adult teams and placed quite high. Their biggest victory was their triumph over the Lehigh University archery team; that was an accomplishment no student in the high school will soon forget. The club championship tournament held in the spring proved that a student sponsored activity, if it is carefully planned and guided, can be a real success. The meet attracted a large audience. The winners, of course, were the state champions. But the runners-up were deservedly proud of themselves; four of them turned in scores higher than many found in national junior competition.

The Liberty Bowmen is entirely a student organized activity. A few pupils who were interested in the sport aroused so much enthusiasm in the other pupils that there was a real need for an archery club. The students themselves sought the approval of the principal, secured the help of a sponsor, organized the club on a sound basis, had speakers give the group technical and safety information essential for success in archery, and even persuaded the city archery club to give the school several targets and stands which the students could not afford to buy.

The more advanced archers assist the teachers in training the beginners. All practices are managed by a student field captain, under the guidance of the sponsor. Tournaments are arranged by a committee appointed by the president. The students wanted an archery club and now that they have it they

realize their responsibilities and have capably shouldered them.

The archery club has been such a success at Liberty High during its first year and has won so high a standing in the city that the athletic committee of the school board has decided to help it financially. The set-up next year will be almost the same as before. The only change will be the purchase of some equipment by the board. The students will be asked again to buy their own bows and arrows, since it is expected that they will use them when they leave school. Archery, in this case, is an interest which started outside the school, entered the school extra-curricular program at the request of the pupils, and will be carried on by the pupils as an out-of-school activity in the years to come.

Homeroom Guidance Program

LOUISE KANSTEINES, *Hannibal High School, Hannibal, Missouri*

Democracy is being emphasized at Hannibal High School this year.

In addition to the teaching of democracy in all classes, the guidance committee, composed of faculty members, has worked out monthly homeroom programs with "Democracy" as the central theme.

Each homeroom program is followed by an assembly program which is based on the particular phases of democracy stressed in the homerooms. The discussions in the homerooms are being conducted by student committees, with reports by individual students.

The October subject for the homeroom programs was "Safety in Democracy" and the assembly program featured an address by P. F. Drury, a director of safety and engineering, who spoke on "Education for Safety."

The November subject for the homerooms was "Defense in a Democracy." This program stressed that defense consists of many things other than munitions and activities of the army and navy and pointed out that defense is needed in time of peace as well as in war. Dean L. A. Eubank, of the Kirksville Northeast State Teachers College at Kirksville, Mo., was the assembly speaker on the subject "Education of Defense."

In December the subject was "Christianity in a Democracy", and W. W. Martin, of St. Louis, Mo., district governor of Rotary International, the governing body of Rotary Clubs, spoke in assembly on the theme "The Place of Religion and Christianity in a Democracy."

The discussion subject for February is "Patriotism in a Democracy." The Rev. Owens, of the Baptist church at Macon, Mo., was the assembly speaker.

In March the subject for the month will be "Conservation in a Democracy," with T.

C. Musselman, of Quincy, Illinois, as the speaker.

The subject for April is "Vocations in a Democracy" and in May the subject will be "Hobbies (use of leisure time) in a Democracy."

A Student Reviews the Activities Of the Student Council

VIRGINIA LYNN, *Torrington High School, Torrington, Wyoming*

"We have participated in numerous activities and projects of which we are duly proud. At Christmas time we joined with other organizations in our town on a project to fill baskets for needy families. We solicited the pupils in school for food of any kind and were amply rewarded for our efforts.

Nearly every year we sponsor a "clean-up campaign" which has proved to be beneficial to the appearance of our school. Through suggestions in our council a school cafeteria has been established for those who eat their lunches at school. Our council has secured for our school a chapter of the National Honor Society, which has proved to be an incentive for harder work among the pupils.

For the past two years representatives from our council have attended the Student Council Congress. There our representatives discuss with those from other circles our problems and learn how other schools take care of their difficulties. This has been a great help.

We hold a social hour, usually a picnic, at the beginning of each year in order that the members may become better acquainted, and at the end of the year we hold a dinner as a last "get together." We have settled many everyday problems such as traffic in the halls, sportsmanship at basketball games, fire drills, and lost and found articles, which, though important, are not thought of as major projects."

Lunch Time Activities

MARY D. ADAMS, *Frederick High School, Frederick, Maryland*

We had enrolled in our high school last year approximately thirteen hundred and fifty boys and girls from our town and the surrounding neighborhood. This large enrollment prompted us to divide the lunch period into three shifts of thirty minutes each. Since we had only a half hour, very few pupils had time to go home to eat. The remaining pupils had to get lunch in the cafeteria and could not return to their homerooms until the bell rang for the period to close, since classes were carried on continuously during the noon hour. If the pupils had been permitted to return to their respective homerooms, the noise in the halls would have disturbed those

classes. We have a modern heating and ventilating system which necessitates that the transoms over the doors be kept open to insure proper ventilation and heating of halls and rooms, hence any noise in the halls is very easily heard in the classrooms.

Because these pupils could not return to their homerooms after eating lunch, a problem arose as to how they were to spend their leisure time profitably. We are proud of our well equipped cafeteria and want it to retain its attractive new appearance as long as possible. Naturally, several hundred pupils housed together in each shift in one room for thirty minutes would create a problem after their lunch had been eaten. There was noisy talking and sliding of chairs. This caused the monitors no little trouble in their effort to keep everyone fairly quiet, and it was felt that undesirable habits and ideals were being formed.

The monitors took the matter up at student council meeting and, with the aid of the members and advisor, worked out a solution, submitted it to the principal, and with his approval it was put into effect.

The council's first step was to ask the home-room representatives to go back to their rooms and explain the plan and seek cooperation from all, teachers as well as pupils, to help make the plan work. Appeals were made to the pupils' pride by asking them to respect the property in the cafeteria, to talk quietly while eating, and to develop a respect for one another's rights. The boys and girls were requested to sit together at the same tables, rather than girls at one table and the boys at another. The remainder of the plan was as follows: Ten minutes after the lunch period started, those who had finished eating could remain in the cafeteria and converse quietly with their friends. Those who wished to dance could leave the cafeteria through the front door and go into the adjoining foyer, where dance records were played by special monitors in charge of the music. Those pupils who did not care to dance or remain in the cafeteria could leave through the rear doors and go upstairs into the auditorium to listen to radio programs broadcast through our sound system. The pupils listening to these programs in the auditorium went of their own accord, because they wished to hear something other than the jazz music that was being played for those who danced. They had to conform to two rules: first, there was to be no unnecessary talking so that all could enjoy the program, secondly, there was to be no eating while in the auditorium.

The council worked out the rules governing these activities and appointed monitors to supervise and make reports at their weekly meetings. Monitors were changed from time to time. Each day in the week two teachers

aided in the cafeteria, and one aided in the auditorium, so that the bulk of the supervising did not fall on any one person. In this way, there was a complete change of teachers every week, and the pupils and teachers became more closely acquainted. This was not just a matter of mere police patrol, but one of friendliness and helpfulness which resulted in enjoyment for all concerned.

The program is still in the process of development and additional activities are being added this year as fast as the student council can work them out. The gymnasium was not originally used at the noon hour because classes were in progress there during that time. However, in the future, if classes are not scheduled in the gymnasium during that period, it will be available for a more varied program of activities, and many new games will be provided for.

We feel that this program offers great opportunities for the development of worthy ideals and habits in the pupils, for encouraging certain social graces, and for the promotion of a spirit of friendship among the pupils and teachers.

Classification For Intramural Competition

CHARLES C. CULLISON, *Director of Athletics, Central High School Dansville, New York*

Most leaders in the field believe that some sort of classification is necessary for a successful intramural program. This fact is especially true in sports such as volleyball or basketball, where height or weight is a distinct advantage. After five years experimentation with various methods of classification we believe the following to be the best suited for our needs.

From the health examination cards we take the following information about each boy who reports for intramurals: height, weight, age, and grade. Then by using an exponent to represent each grade, age, and graduation in height and weight, taken from the California Plan Age-Grade Height-Weight Classification, and by adding the four exponents which represent these factors we get a large grouping from which our teams are chosen.

Groupings:

Group "D"—Sum of exponents below 50

Group "C"—Sum of exponents is 56 or below

Group "B"—Sum of exponents is 57 to 66 inclusive

Group "A"—Sum of exponents is 67 or over

Example:

Boy in grade 10—Exponent for grade, 12

Age 16 years 2 months—Exponent for age, 15

Height 66 inches—Exponent for height, 14
Weight 127 pounds—Exponent for weight, 19

Sum of exponent is 60

The number of entries for any given intramural sport will determine the number of large groupings from which the final selections for teams is made. This final selection we leave entirely to the team captains, elected just before the final selection, as we have as yet no methods for measuring spirit and loyalty characteristics, which are major factors in team games.

Records of the last two hundred intramural basketball games at Dansville show that thirty-five of the games ended in ties, requiring an overtime period to determine the winner, and that in only ten games the difference in score was more than fifteen points. On the basis of these results we feel that our method of classifying is the one most suitable for our school.

Our Quiz Program

HELEN F. BARR, *Seventh Grade Teacher Tyrone, Pennsylvania*

We had our Quiz Program in our reading class. First, we chose the contestants from a group of volunteers. From the group that remained, the time-keepers, judges and score keepers were chosen.

The questions we used were grouped into such divisions as Foreign Affairs, National Affairs, Music, Literature, Travel, Local Facts, Sports, and General Information. A large number of questions were turned in by the students, and a student committee was appointed to place these in the classifications where they belonged.

We kept the score on the blackboard, giving 3 points for a correct answer. If the answer was not exactly correct we distributed the points as the judges saw fit.

A question was read aloud and when finished, the time-keeper counted slowly to 10 and then called time. If the contestant had not started by that time to give the answer, the audience was asked to answer the question, and no credit was given the contestant.

Individual scores were kept for both boys and girls. Then the boys and girls with the highest scores were put on one program. The interest was amazing.

Some very easy questions were asked at the beginning to assist the contestants to feel at ease.

Example: How many stars in the American Flag?

What color is the first stripe of the flag?

Name one industry in our community.

Name the President of the United States.

These are a few of the values that I see in this work. Students will be informed along

many lines. because they will read books and newspapers more carefully, and they will be more observing of everyday life. This project proves that education can be fun. Students are anxious to be on the program who have taken very little active part in the work of the class. Such a project also teaches the audience to be attentive and courteous, although students become more critical of their answers.

Planned Social Guidance For Junior High School

JOHN J. LANE, *Principal, Coolidge Junior High School Natick, Massachusetts*

Upon the assumption that a junior high school is a transition school taking children from the elementary grades and turning out young men and young women for the senior high school, Coolidge Junior High School has built a social program of many facets.

Class work. In cooperation with the physical education program in the seventh grade, students are given a hygiene course in which they study proper ways of living in school and at home. Pupils are encouraged to act out and live the things covered in this course. This is followed by a course in first aid in the

eighth grade and a course in ethics in the ninth. Social dancing is a part of this course.

Athletics. Periods of co-recreation are made available, where boys and girls play together. Badminton, shuffle board, fistball, paddle tennis, volleyball, etc. are on the program. Satisfactory citizenship is the only requirement for participation in the school intra-mural program.

Clubs and Assembly programs. Club meetings are held once a week. There are twenty-nine clubs from which to choose. Each Thursday there is an assembly. It is the aim of the school to have each pupil participate at least once on the stage before the school.

And for your country, boy, and for that flag, never dream but of serving her as she bids you.—Hale.

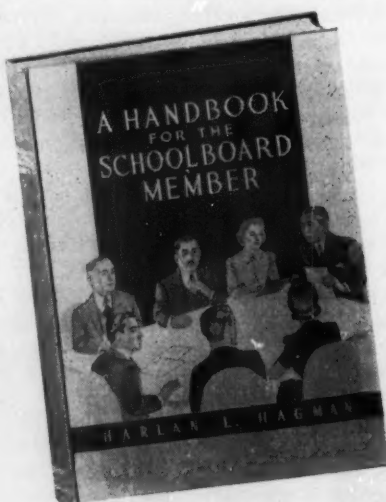
HEADQUARTERS

for **CHOIR GOWNS**

PULPIT ROBES • EMBROIDERIES
HANGINGS • STOLAS • VESTMENTS
ALTAR APPOINTMENTS
COMMUNION SERVICE

NEW CATALOG on Request

NATIONAL ACADEMIC CAP & GOWN CO.
821-23 ARCH ST. PHILADELPHIA, PA.



Your Board Needs This Book!

This book will acquaint your board members quickly, thoroughly, and accurately upon the many problems that face them in the fulfillment of their duties. It will speak for you upon many matters which obviously you cannot say to your board members in person. It will pave the way to help your board work together harmoniously.

**5 DAYS---
FREE!**

Mr. Hagman's book will be sent to you immediately for 5 days absolutely free examination. Look it over—Examine it closely, and you will see why this book is of outstanding value. Don't delay! Order today.

School Activities Publishing Co.

1515 LANE STREET

TOPEKA, KANSAS

Something to Do

INSTRUCTIONS BEFORE AND AFTER

EDNA VON BERGE, *Kiser High School, Dayton, Ohio*

Before any social activity, have a meeting of all those who are attending the affair. The chairman of the committee at that time should:

Make announcements as to the time, the place and directions for reaching the scene of activity, if it is held away from school. No one is apt to end up at the wrong camp, after the "eats" are eaten.

Explain all the etiquette related to the affair. This should be rather detailed and may be given as skits or demonstrations, explained by the chairman, discussed by the panel-discussion method, or presented in mimeograph form.

Have a follow-up of the occasion by either meeting again to discuss the errors made, or have the advisor seek out the guilty individual who has either consciously or unconsciously failed to observe the rules previously explained. In this way the social conduct of the entire school will improve and the social activity will have been purposeful.

MAKE A COMMUNITY YOUTH SURVEY

C. C. HARVEY, *Principal, Tamms Community High School, Tamms, Illinois*

What can your school do to encourage participation of youth in community activities? What can youth do to improve the conditions in your community? What are the good and bad features, the resources, and the needs of your community? A community youth survey is an organized attempt to answer these and other questions. Let your student council, civic club, or other group attempt such a survey. Use the results of the study to defeat soundly the thought among your students that "There's nothing I can do."

In planning a youth survey, you can secure helpful information from bulletins and outlines published by the following. United States Office of Education, Federal Security Agency, Washington, D.C.; American Council of Education, Washington, D.C.; National Education Association, Washington, D.C.; Rotary International, Chicago, Illinois; and Progressive Education Association, New York, N.Y.

Among the topics which your survey may cover are: traffic safety, fire prevention, education, housing, health, recreation, local youth problems, community institutions, unemployment, opportunity for youth, and the like. Give publicity to the findings of the survey through

the school and community newspapers, civics classes, discussion forums, and other school and community organizations.

INFORM SPORTS SPECTATORS OF REFEREE SIGNALS

RICHARD CRAM, *Journalism Student Community High School St. Francis, Kansas*

Through the school newspaper, periodical publication, bulletin board, or loud speaker inform those interested in sports games of the signs of the referee when he signals to the other officials or to the radio announcers of the cause for certain penalties or delays. Inform them of the time allowed for time-outs, quarters, halves, number of time-outs allowed during a game, reasons for sending a player to the bench, penalties for certain fouls, number of officials needed for a game, their qualifications in order that the spectators might more appreciate their work, and the times when the clock is stopped other than for rest periods. Information of this type will enable many spectators to get more out of the games and it will in this way boost attendance.

UTILIZE THE SCHOOL ACTIVITY PROGRAM TO TEACH AMERICAN IDEALS

C. C. HARVEY, *Principal, Tamms Community High School, Tamms, Illinois*

There is no more worthy aim of your school than that of teaching American or democratic ideals to its students. Utilize your activity program in interpreting these ideals. Now, of all times, not only classes but student organizations and activities of all kinds should emphasize patriotism and the ideals America stands for.

You can find a number of approaches to the teaching of American ideals through the activity program. Let various groups develop programs on such topics as: "I am an American," "What my country means to me," "Appreciating Democracy," "The Characteristics of a good American," etc. You might plan a series of assembly programs on the history of the American flag, how to show proper respect for the flag, etc. You might plan a "Bill of Rights" program to show the ideals set forth in this document, as a program based on "The Four Freedoms," on "The Atlantic Charter."

Your school might form a school "National Defense Council" to emphasize what students can do in connection with defense activities. This council might give programs on what to

do in case of air raids, in conservation activities, in bolstering public morale, in preserving health, and in helping America stay "America!" Part of the work of the Defense Council would be to form a Junior Red Cross Disaster Relief Corps. This group would teach first aid, safety precautions, and health measures to the students, help in drives to raise funds for the Red Cross, help with relief work, etc. By having a program to teach American ideals in your school, and following it up with a program of action to help preserve these ideals, you will be doing a service to your country.

Enthusiastic Students Save on Defense (Continued from page 253)

methods. First, by saving your deposits until you have enough for a substantial purchase of stamps for distribution. Second, by borrowing an amount from the general school fund to use as a revolving fund. Thus, when the stamps have been purchased for the last time in any one school year the fund will have been reimbursed through the sale of these stamps.

The homeroom teacher should set up a simple but accurate system of bookkeeping for the students' deposits. A simple filing card for each student, with the following information, is sufficient: a date column, stamps issued column, deposits column, and a balance column.

Each student should fill in a deposit slip every time he wishes to deposit money.

If pass books are available in any form, use them; students like to show them to their friends. If pass books are not available, then a deposit ticket signed by a homeroom teacher should suffice.

Of course, it has been possible through the cooperation of our Graphic Arts Department at Wilbur Wright High School to get all the needed printed material. This department has made the printing of all defense materials a class project of which it is justly proud.

Pennies, nickels, dimes and quarters have come into this worthy organization to the amount of \$1170.51 in the short time it has been in existence. What better insurance for the future could you give to students than a wise system of savings? If this amount of money can be placed in our government's hands from one small school, what could the public schools of the United States of America do for their country?

Commencement Activities In Greensboro High School

(Continued from page 264)

there are no clubs, assemblies or home room programs scheduled. In this way faculty guidance may be secured on school time.

It is true that this program requires a great

deal of work, but requests are made to the home economics, shop, or music departments long enough in advance for plans to become class or individual projects rather than precipitate an orgy of last-minute sewing, hammering and mad practice of musical numbers. A girl who cannot provide materials for several pieces of sewing may learn the same principles from a carefully planned costume for which materials are provided. The same may apply to shop, art, and other types of work. One art class worked cooperatively on spraying backdrops for certain scenes, getting their principles of design and color from this project.

This plan does require time. We have all worked many afternoons, but I think we have never taken students from class to practice for commencement before their final exams, and for the past few years we have had only one night practice. In order to accomplish this, many of the scenes are purposely made quite simple.

Despite all the criticisms this plan still seems to us worth-while. It is educational. It provides for the participation of a large number of students. It unifies the work of the school, and at the same time it scatters responsibility. It represents the work of the school rather than a carefully rehearsed program of extraneous material.

Questions from the floor

(Continued from page 279)

tivities?—Ronald C. Doll, Cranford, New Jersey.

We cannot quote exact data, but we can truthfully say that this "day"—which formerly was an accepted part of commencement week activities—is on the way "out."

Many schools now schedule this program of class history, will, prophecy, poem, and similar what-nots, for a special senior assembly. Still other schools schedule these items for publication, either in a regular or special edition of the school newspaper, or in an inexpensive pamphlet or booklet.

If these items are worthy of attention (and some of them may be, in an entertaining sort of way) they should be presented to groups who know the students and things represented, hence newspaper or assembly program presentation is logical. Certainly they are out of place on the graduation program—and this goes for the class poem, too.

4-SURFACE HECTOGRAPH

New design eliminates washing and refilling. Handler and easier to use than you ever expected a duplicator to be. Complete outfit—holder, four legal-sized gelatin surfaces, ink and sponge—sent postpaid on receipt of \$2.38.

PAUL TROMMLER 74 Cortlandt St.
New York, N. Y.

New Helps

- **AIRLANES TO ENGLISH**, by Roberts, Rachford, and Goudy. Published by McGraw-Hill, 1942. 501 pages.

This is an up-to-the-minute guide to speaking, listening and writing, through speech and radio. It is modern in every respect—view-point, psychological approach, illustrations, and references. Its chief points of emphasis are speech personality, voice training, and something to say. It will prove immensely popular with students and helpful to teachers. Nothing less than an examination of this book will reveal its contribution to oral speech training.

- **EVALUATION OF COMMENCEMENT PRACTICES**, by William L. Fink. Published by the author at Reading, Pennsylvania, 1941. 71 pages.

As the title indicates, this is a compilation of the facts discovered in a study of commencement practices. The author examined literature pertaining to commencement in 332 public high schools located in various and scattered parts of the United States. Here he discloses types of commencement held, and with the help of authorities in the field presents a plan for evaluating the various commencement procedures.

- **STUDENT COOPERATION**, by Earl C. Kelley. Published by the National Self Government Committee, 1941. 20 pages.

This booklet points out the opportunities offered for correcting the weaknesses of our democracy by making the school a democracy laboratory in which boys and girls grow up with experience in working together. As a whole, it is an appeal for student participation in school control and for a vital interest of teachers in undertaking the vast program indicated for the improvement of the American way of life.

- **THE HEART OF THE SCHOOL**, School Betterment Studies, Volume 3. Published by Henry C. Frick Educational Commission, Pittsburgh, Pennsylvania, 1942. 96 pages.

This book is made up largely of a report of the findings in an investigation of the nature and effectiveness of speakers in assembly. Those who speak before student groups and those charged with arrangements for assemblies will find this book immensely interesting. The comments of students on their teresting. The comments of students of various grades on their reactions to assembly speakers are reported here. Based upon the

"HEART OF THE SCHOOL," this book makes a highly significant contribution to this one feature of the school program. And this book is offered free by the publishers.

- **THE SPEECH TEACHER AND COMPETITION**, by Roy Bedichek and F. L. Winship. Published by the Extension Division of the University of Texas, 1941. 131 pages.

This bulletin of the University of Texas treats of the whole program of speech competitions. Texas is one state where speech contests have thrived, and the authors speak with authority. More than that, they have been frank in condemning practices that are faulty. They have been constructive in offering suggestions for improving conditions where they need improvement. Logical in its arrangement and written in a highly readable style, this book will direct the thinking of its readers in such a direction as to raise the educational achievements of speech contests.

- **MODERN COMPOSERS FOR BOYS AND GIRLS**, by Gladys Burch. Published by A. S. Barnes and Company, 1941. 207 pages.

This is a book of short, delightfully written biographical sketches of twenty composers. Those chosen represent the modern composers of all countries. A picture of each subject accompanies each sketch, and the text material correlates the composer, his work, and his period. Music teachers will find this an invaluable help in stimulating interest in the persons behind the music which they are teaching boys and girls to appreciate.

The 1942 *Vitalized Commencement Manual* is now available for distribution. It includes summaries of scores of secondary school graduation programs for 1941 and the texts of several programs. This 96-page *Manual* is available from the NEA.

SOUND EFFECT RECORDS

Gennett & Speedy-Q

Write for free catalogue

GENNETT RECORDS

DIVISION OF THE STARR PIANO Co., Inc.

Richmond

Indiana



CAPS and GOWNS

For Graduation. Special money-saving plan. Write for full details and returnable sample. No expense or obligation. Also Choir and Choral Apparel. DeMoulin Bros. & Co., 1025 S. 4th St., Greenville, Illinois

Comedy Cues

Lillie Jane: "What? You flunked in that course again?"

Muriel Mae: "What do you expect? They gave me the same exam."

CAN'T MISS

Village Constable: "You're arrested. Come along with me to see the judge."

Autoist: "What law have I violated?"

Village Constable: "I don't know exactly which one, but I know you can't drive the hull length of Main Street in this town without bustin' at least one of 'em."

FAREWELL TO ARMS

Butch: "Did you hear about one of the enemy aliens the F.B.I. rounded up?"

Bo: "No. What about him?"

Butch: "He had arms up his sleeves."—Scholastic.

Willie: "Please, teacher, what did I learn today?"

Teacher: "Why, Willie! What a peculiar question."

Willie: "Well, that's what they'll ask me when I get home."

DEEP SUBJECT

Three teachers were discussing the address they had just heard.

"I tell you," said the first enthusiastically, "Dr. Blank certainly can dive deeper into the truth than any other psychologist I have ever heard."

"Yes," said the second, "and he can stay under longer."

"Right," echoed the third, "and come up drier!"

College education for women is futile. If they're pretty, it's unnecessary; if they're not, it's inadequate.—Stationer.

Teacher: "I have went out. Why is that wrong?"


Pupil: "Because you ain't went out yet."

"Who's the absent-minded one now?" said the professor as they left the church one rainy

UNIFORMS

New Style Book showing Uniforms IN COLORS. Also special designing. Wonderful line of samples. Write us first.

DeMoulin Bros. & Co., 1060 S. 4th St., Greenville, Illinois



night. "You left your umbrella back there, and I not only remembered mine but I brought yours too." And he produced them from his coat.

His wife gazed blankly at him.

"But," said she, "neither of us brought an umbrella to church."—Rowe Budget.

Will Student Forums Grow?

(Continued from page 272)

materials, the exchange of useful suggestions, and perhaps the provision of speakers and critics.

Will Student Forums grow? It seems to me that they hold much promise for the achievement of worthy educational ends. Through them students can gain invaluable experiences in genuinely democratic procedures of thought and action. They deserve to be nurtured.

SUGGESTED READINGS:

Courtis, S. A., McSwain, E. T., and Morrison, Nellie C.: *Teachers and Cooperation*. Committee in charge of the Yearbook on Cooperation, Department of Supervisors and Directors of Instruction, National Education Association, 1937, 25 cents.

Garland, J. V. and Phillips: *Discussion Methods*. The Reference Shelf, Vol. 12, No. 2. H. W. Wilson Company, Chicago, 1938.

Jones, O. Garfield: *Senior Manual for Group Leadership*, Appleton-Century Company, New York, 1934.

Myer, Walter E. and Cass, Clay: *Making Democracy Work, How Youth Can Do It*. Civic Education Service, Washington, D. C., 1939, 15 cents.

Sheats, Paul H.: *Youth Forums in High Schools*. Bulletin of the University of Wisconsin.

Studebaker, J. W., Sheats, Paul H., and Williams, Chester D.: *Forums for Young People*. Bulletin, 1937, No. 25 of the United States Department of the Interior, United States Government Printing Office, Washington, D. C., 15 cents.

Index to Advertisers:

Abingson-Cokesbury Press.....	4th cover
Delong Subscription Agency.....	276
DeMoulin Bros. & Co.....	289 & 288
Gennett Records.....	287
Harper Standard Engraving Co.....	279
Inor Publishing Co.....	2nd cover
National Academic Cap & Gown Co.....	284
Scholastic Magazine.....	3rd cover
School Activities Pub. Co.....	270 & 284
Paul Trommler.....	286

April 1942